



## Opinions of Social Studies Teacher Candidates on The Türkiye Century Education Model (TYMM) and Its Implementation



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### ABSTRACT

The aim of this study is to determine social studies teacher candidates' views on the Türkiye Century Education Model. In particular, it seeks to reveal their views on the implementation process. Teacher training course participants were asked to express their views based on their experiences and observations during the implementation process (at the training school). A qualitative research method was adopted in this study. The study group consists of 27 prospective social studies teachers (19 female and 8 male) who are in their final year at the Ahmet Keleşoğlu Faculty of Education, Necmettin Erbakan University, during the 2025-2026 academic year. An interview form developed by the researcher was used. Interviews were conducted face-to-face. The collected data were subjected to content analysis. In light of the findings obtained from the research, under the theme of "TYMM from the Perspective of Social Studies Teacher Candidates," the categories of TYMM and its positive characteristics and TYMM and its negative characteristics were identified. The positive opinions of prospective teachers regarding the Turkish Century Education Model were analyzed under the codes of encouraging student participation, activity-oriented, skill-oriented and multifaceted development. The negative opinions of prospective teachers regarding the Turkish Century Education Model were analyzed under the codes of activities, incompatibility of class hours and teacher characteristics. When evaluating the prospective teachers' views on the TYMM and its implementation process, codes such as "not implemented" and "difficult to implement" were identified. Based on the findings of the research, it is considered necessary to increase the time allocated to the course and to provide rigorous training on the implementation of the programme so that the teachers, who are the implementers of the programme, understand and embrace it.

**Keywords:** social studies, education model, teacher candidates.

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## 1. INTRODUCTION

An interdisciplinary curriculum approach and social studies as a subject were first adopted in Turkey in the 1960s. Prior to this, it is known that the disciplines included in this subject were taught as separate courses at the primary school level during the Ottoman and Republican periods. During the Republican era, separate history, geography, and civics courses were included in the 1926, 1930, 1936, and 1948 curricula. These courses were first combined under the title “Society and Country Studies” with an interdisciplinary approach in the Primary School Curriculum Draft published in 1962.

In 1968, this subject was named social studies. Social studies officially entered all primary schools in the 1968-1969 academic year and was introduced to secondary schools on a trial basis in the 1970-1971 academic year. From 1975 onwards, it was taught in all secondary schools. This practice continued until 1985. From this date onwards, Social Studies was taught in the second stage of primary education as part of the curriculum covering national history, national geography, and civics. Social Studies was reintroduced in primary schools during the 1997-1998 academic year. However, the curriculum adopted and published in 1998 as a result of curriculum development work on social studies was discontinued. Instead, the primary school social studies (4th and 5th grades) curriculum was revised by the Board of Education’s decision dated July 12, 2004, and numbered 118. Furthermore, the primary school social studies (6th and 7th grades) curriculum was revised and implemented again with decision number 188 dated June 30, 2005. These programs were prepared in line with constructivist and student-centered education principles (Günden, 1995; Öztürk & Otluoğlu, 2003; Safran, 2008; Akdağ, 2009; Sönmez, 1998; Erden, Undated). Later, in 2018, a simplified social studies curriculum with a similar structure was implemented. Finally, within the framework of the Turkish Century Education Model, it was decided that a new social studies curriculum would be gradually implemented starting in 2024.

The development process of The Türkiye Century Education Model (TYMM) began with the increase in access to information and the need for effective use of information coming to the fore. Furthermore, rapid changes in various fields have made it imperative to update teaching programmes in line with the requirements of the era. The TYMM, the product of extensive work that has been ongoing for a long time, aims to develop skills-focused curricula (Keleş & Cırık, 2025). This initiative is considered a comprehensive reform. It takes into account both Türkiye’s national and spiritual values and the needs of the modern world. It operates with a global vision. At the same time, this model does not view education solely as the transfer of knowledge. It focuses on the goal of educating students to become “virtuous individuals.” In short, TYMM offers a new perspective on education and is expected to make significant contributions to the educational understanding of the future (Arslankara & Arslankara, 2024).

The framework offered by TYMM is not only a national education reform but also comparable to international education reforms. The model parallels global education reforms and shares similarities with education models implemented in many countries. When compared to Finland and Singapore, it is seen that TYMM supports individualised learning processes in a similar way to these countries. However, what sets TYMM apart is its effort to integrate Türkiye’s cultural and historical context into the education system (Duyul, Duyul, Kesman & Kesman, 2025).

We are referring to a programme that was initially called the “K12 Skills Framework Türkiye Holistic Model” but has since evolved into the “Türkiye Century Education Model (TYMM)” (Yıldırım & Çalışkan, 2024). Approved and implemented by the TTKB in 2024, the TYMM can be described as a model that aims to change individuals and society. The TYMM presents itself as a comprehensive, holistic, and broad framework project that includes many elements such as teaching programmes and teaching materials. Furthermore, the teaching programmes presented within the scope of TYMM also demonstrate that this model is a programme change process. TYMM includes a common text and updated teaching programmes for 26 subjects. We can say that perhaps the most striking and noteworthy aspect of TYMM is its teaching programmes.

With TYMM, “conceptual skills, subject-specific skills, social-emotional learning skills, attitudes, values, and literacy skills” are addressed as a whole, aiming to effectively support the multifaceted development of students (Şeker, 2024). We can say that this model, adopted and implemented in 2024, places particular emphasis on values education. Values have been included in programmes since 2005 and have been one of the most important elements of the programmes. We can see that this understanding continues in the 2024 teaching programmes. The 2024 Social Studies Curriculum published under the TYMM includes 20 values and states that these values must be integrated into teaching practices (MEB, 2024).

Literacy skills stand out as one of the innovations brought about by the 2024 TYMM (Turkish Literacy Education Program). Literacy skills included in previous programs have been made clearer, more visible, and more functional with this model (Yıldırım & Çalışkan, 2024). The 2024 Social Studies Teaching Programme, which was implemented under this model, also includes literacy skills that enable adaptation to new situations, recognition of change, and application of emerging technological innovations in daily life. Among these types of literacy, sustainability literacy is noteworthy as a new addition. It is also seen that skills that have been on the agenda for a long time, such as financial literacy, and that were included in the previous programme, are also included. It is also emphasised that students should be given different opportunities to support these literacy skills in teaching practices.

According to Berk and Özer (2024), even if teaching programmes are prepared very carefully and are error-free, the real programme is the functional programme that “comes to life in the hands of the teacher.” A programme that is not accepted by the teacher has no chance of success. In this context, the success of the teaching programmes prepared within the scope of

TYMM largely depends on the teachers, who are the implementers, accepting and embracing the programme. Otherwise, the result will be similar to the programmes implemented in the 2005-2006 academic year. A constructivist approach has been adopted, but in practice, a teacher-centred approach still prevails to a significant extent. In short, it will not be possible to move beyond the ongoing teacher-centred approach in practice. From this point of view, the extent to which the teaching programmes published and in force within the scope of TYMM are accepted by the teachers who implement them is of great importance.

As with any change process, when transitioning to a new model in education, some teachers may struggle to adapt to this change, and it may take time for them to embrace the characteristics of this new model. In this context, teachers need to receive sufficient training and support to be able to apply the new features required by the model. The successes achieved in the implementation of TYMM signal a significant transformation in Türkiye's education system, but at the same time, the challenges encountered must be taken into account in order to manage the process more effectively (Ülçay, 2024). Even if the model is very good, the expected results may not be achieved in the implementation process with teachers who do not fully know or understand this model.

This study aims to identify both the general views of social studies teacher candidates regarding the Türkiye Century Education Model and their thoughts on the implementation of the Türkiye Century Education Model based on their experiences and observations gained during the teaching practice course (at the internship school). In other words, the 2024 social studies teaching programme and its implementation process, which are in force within the scope of the Türkiye Century Education Model, form the focus of this research. A review of the literature reveals that Uygun and Akgül (2024) surveyed social studies teachers' views on the Türkiye Century Education Model. It was found that the views of social studies teacher candidates had not been surveyed. Not only were the teacher candidates' views on the model surveyed, but their thoughts on the implementation process of the model based on their experiences and observations during the internship were also surveyed.

The study will seek answers to the following questions:

1. What are the views of social studies teacher candidates on the Türkiye Century Education Model?
2. Based on their experiences and observations during the teaching practice course (at the internship school), what are the views of social studies teacher candidates on the implementation of the Türkiye Century Education Model?

## 2. METHOD

### Research Design

A qualitative research method was adopted in this study. The roots of qualitative research extend to various fields of application such as anthropology and sociology. In other words, questions about how people perceive the world, asked by sociologists and anthropologists, were asked years before what we now know as qualitative research became widespread. Nevertheless, it is seen that many publications on qualitative research and methodology were produced in the 1960s and 1970s, and that qualitative research only became a research methodology in its own right at the end of the 20th century (Merriam, 2013). Qualitative research focuses on how people think about events, how they describe events, and how they perceive the world (Creswell, 2017). This research examines the views of social studies teacher candidates on TYMM and its implementation. The aim is to see this model through their eyes.

In this study, the case study, one of the qualitative research methods, was used. A case study is an in-depth description and examination of a limited system. Description is among the characteristics of qualitative case studies. Description is expressed as the rich and intensive description of the investigated phenomenon, which is the final product obtained as a result of the case study (Merriam, 2013). In a case study, the findings section includes both a description of a situation and the theme or topics that the researcher has uncovered in the case study (Creswell, 2013). This research involves an in-depth description and examination of the Turkish Century Education Model. In this context, the findings section also includes the themes identified by the researcher.

### Participants

Social studies teachers' views on this model have been examined in another study previously, but the opinions of prospective social studies teachers who are currently undergoing their internship and can observe were not obtained. Therefore, the study group of this research consists of prospective social studies teachers. The participants in the study consisted of social studies teacher candidates who were final-year students at the Ahmet Keleşoğlu Faculty of Education, Necmettin Erbakan University, during the 2025-2026 academic year and who were completing internships as part of their teacher training. The criterion sampling technique, one of the purposive sampling techniques, was used to select the participants. In this sampling technique, the sample is determined according to predetermined criteria (Patton, 2014). In this context, teacher candidates who were in their final year of study and were taking the teaching practice course participated in the study. Data regarding the participants are presented on the table below.

Table 1.

*Descriptive data regarding participants*

<b>Gender</b>	<b>f</b>
Female	19
Male	8
<b>Total</b>	<b>27</b>
<b>Age</b>	<b>f</b>
21	10
22	2
23	9
24	2
25	2
26	1
48	1
<b>Total</b>	<b>27</b>

As shown in Table 1, nineteen female and eight male teacher candidates participated. In general, as the majority of students studying in faculties of education are female, the number of male participants in the study was lower. Looking at the age groups of the participants, it is seen that the majority of teacher candidates included in the research are between 21 and 23 years old.

### Research Instruments and Data Collection

An interview form developed by the researcher was used in the study. The form consisted of open-ended questions. The questions in the interview form were reviewed by an academician specializing in social studies education at the Ahmet Keleşoğlu Faculty of Education, Necmettin Erbakan University. The expert specifically stated that the number of questions should be increased. Based on this feedback, the number of questions was increased. Before expert opinion was sought, a general question regarding the education model was included, while after the expert opinion, questions about the positive and negative aspects of the model were added. Additionally, a final section was included for respondents to write down any suggestions or other additions they wished to make. A pilot study was conducted with three prospective social studies teachers. Based on the feedback and responses received after the pilot application, it was concluded that the questions were understandable and the interview form was suitable for use in the research process. The questions included in the interview form are listed below:

1. What information do you have regarding the Turkish Century Education Model?
2. In your opinion, what are the positive aspects of the Turkish Century Education Model?
3. In your opinion, what are the negative aspects of the Turkish Century Education Model?
4. Based on your experiences during the teacher training practice process (at the internship school), are you confident that the Turkish Century Education Model has been proven?
5. Is there anything else you would like to clarify beyond these details? (Suggestions, etc.)

Semi-structured interviews were conducted with prospective teachers who volunteered from the study group and could dedicate time to the interviews during their free time between undergraduate classes and internships. Intensive interviews were conducted towards the end of the first teaching practice course, specifically in December. The names of the prospective teachers were kept confidential during the interviews. The interviews were conducted and recorded by the researcher. Audio recording was not preferred in the interviews because participants generally did not welcome it. Each interview lasted approximately 15 minutes. Some participants preferred to give short answers to the questions. However, some participants commented more on the process and gave more detailed answers. Therefore, while some interviews lasted more than 15 minutes, others did not even reach 15 minutes.

### Data Analysis

Before beginning the data analysis process, the interview forms of the teacher candidates were examined, and then the coding stage of the forms was initiated. The forms were coded and sorted according to the gender of the social studies teacher candidates (e.g., SBÖA1B/Social Studies Teacher Candidate 1 Female, SBÖA1E/Social Studies Teacher Candidate 1 Male).

Subsequently, the content analysis process commenced. The primary objective of content analysis is to identify concepts and relationships that can explain the collected data. In content analysis, it is important to define the data and reveal the truths that may be hidden within the data. The process involves grouping similar data under specific concepts and themes. These are then organized and interpreted in a way that is understandable to the reader (Yıldırım & Şimşek, 2011). In this study, recurring expressions were first identified and coded, then these codes were grouped together to form categories. Finally, these categories

were combined to determine themes. The codes, categories, and themes resulting from the content analysis were presented in a table. The categories resulting from the content analysis were supported by the direct statements of the participants, i.e., the prospective teachers.

### Validity and Reliability of the Research

Expert opinion is a crucial reliability criterion, particularly in determining the appropriateness of research questions during the structuring of data collection instruments, and in assessing the degree of alignment between the research code categories and themes and the research problem and overall research objective (Tutar, 2022). In this study, expert opinion was consulted both regarding the appropriateness of research questions during the structuring of data collection instruments and in determining the degree of alignment between the resulting code categories and themes and the overall research objective.

The themes obtained in the study were compared with those of an independent researcher. Miles and Huberman (2015) state that in qualitative data analysis, an inter-coder agreement rate of at least 80% is acceptable to ensure reliability. In this study, the inter-coder agreement rate was found to be 85%. In addition, participant verification was considered important in the research process, and feedback was obtained again from prospective teachers when deemed necessary to support the reliability of the findings.

A peer review is a review of a research study or its key findings by someone familiar with the research. This peer can provide support. These peers can point out the strengths and weaknesses of the research so that the researcher can improve it (Creswell, 2017). In this study, a peer review was requested from an academic expert in the same field at the institution where the researcher worked. The study was reviewed again after the peer indicated the strengths and weaknesses of the research. In particular, the peer suggested that more direct statements from participants should be included and offered ideas on naming certain codes.

Purposive sampling is a technique that involves including individuals or groups directly relevant to the research, thus ensuring a rich and accurate dataset. An example is a study evaluating the narratives of people who have experienced life in a particular region, where the researcher conducts interviews with those who have had that experience. The validity of the research is directly related to whether the participants included in the study are directly relevant to the research topic (Arslan, 2022). In this study, the purposive sampling technique was used, and interviews were conducted with prospective teachers regarding their narratives of experience. Care was taken to ensure that the participants were directly relevant to the research topic.

### 3. FINDINGS

Prospective Social Studies Teachers' Views on TYMM and Its Implementation As a result of content analysis, under the theme "TYMM from the Perspective of Social Studies Teacher Candidates," the categories TYMM and its positive features, and TYMM and its negative features were identified.

Table 2.  
*Social studies teacher candidates' views on TYMM*

Category	Code	Description	f
TYMM and its positive features	Encourages student participation	Emphasizes the model's ability to make the student active.	7
	Activity focused	It indicates that the model is activity based and that this helps to reinforce the topics more effectively.	6
	Skill-focused	It indicates that TYMM involves a skill-focused and application-oriented process.	5
	Enables multifaceted development	This model emphasizes that students can develop in a multifaceted manner.	2
TYMM and its negative aspects	Mismatch between activity and lesson times	It mentions that there are too many activities within the TYMM framework, but the time allocated for social studies lessons is insufficient for these activities.	7
	Teacher characteristics	It indicates that teachers do not accept the model or continue with traditional, old-fashioned methods.	4

Most teacher candidates have positive thoughts about TYMM, and these thoughts are presented in Table 2 under the category of TYMM and its positive characteristics, with codes that are encourages student participation, activity-focused, skill-oriented, and provide multifaceted development.

When considering the code that encourages student participation, seven teacher candidates expressed their views. Some quotes related to this code are provided below:

“It contributes to learning by doing and experiencing. It has ensured that many activities previously only available in private schools are now accessible to other student groups.” (SBÖAB1)

“In my opinion, the Türkiye Century Education Model is an improved application. It is an application that motivates more students than before.” (SBÖAB2)

Six teacher candidates expressed their views on the activity-focused code. Some excerpts related to this code are provided below:

“I noticed that the activity section has been significantly expanded. This is a positive feature in terms of the teacher being able to see whether the student has understood the topic after completing it, as the activity reinforces learning.” (SBÖAB19)

“Since there are many activities, it provides good reinforcement after learning the topic.” (SBÖAE4)

“In my opinion, the positive features of the Türkiye Century Education Model are that students learn through practice and that the lessons become more enjoyable through activities.” (SBÖAE5)

When considering the skill-focused code, five teacher candidates expressed their views. Some quotes related to this code are provided below:

“Educating students with a system focused on life skills, rather than a knowledge focused, rote-learning system, is a positive feature. Students participate more in class and are more motivated.” (SBÖAB5)

“It is beneficial in terms of encouraging students to discover knowledge rather than receiving it ready-made. It is particularly beneficial for teaching important skills.” (SBÖAB6)

“It equips students with skills and interpretation. This helps students apply what they learn in class, and as a result, their skills improve.” (SBÖAB14)

“I think it is important that it places a strong emphasis on skills and provides students with diverse opportunities.” (SBÖAE2)

Two participants emphasised in their statements that the model promotes multidimensional development. Some quotes related to this code are provided below:

“Supporting students’ multidimensional development is one of the positive features of this model.” (SBÖAB7)

“It enables students’ holistic development.” (SBÖAE6)

The negative views of teacher candidates regarding the Türkiye Century Education Model were addressed under teacher characteristics codes, specifically the mismatch between activities and lesson hours (Table 2). Teacher candidates stated that the activities were very intensive but that the time allocated to social studies lessons was insufficient to implement these activities. Teachers also stated that they had difficulty adapting to the model and continued with the traditional (old) method. Seven of the teacher candidates mentioned the mismatch between activities and lesson hours. Some of their views are as follows:

“The inability to complete all the required activities within the lesson time is one of the negative aspects of the model.” (SBÖAB4)

“As it is an application-based model, teachers may struggle to complete the lesson time, and sometimes the topics that should be taught to students are left incomplete.” (SBÖAB5)

“There are too many activities, and when these are carried out, there is not enough time, and students with lower cognitive levels find it quite difficult. This situation does not contribute anything to the student.” (SBÖAB6)

“My observations indicate that the activity contents in textbooks do not align with the lesson hours.” (SBÖAB7)

“Because there are too many activities, when we try to implement them in the Maarif model, the classroom becomes noisy. While the teacher tries to maintain control of the class, a lot of time passes. And then neither the topics are covered nor is the Maarif model implemented as intended.” (SBÖAB8)

"We see that the Maarif model books contain little information and too many activities, and I have observed that it is difficult to implement these in classes with inexperienced teachers and limited lesson time." (SBÖAB18)

"The lack of time and the excessive number of activities are negative aspects of the educational model." (SBÖAE2)

"It is not subject-focused but constantly aimed at imparting skills. Activities are presented to students before they have fully understood the subject, and they are expected to learn them in a short time, so learning is not fully effective. And first of all, the number of students in the classroom should be reduced; it is not possible to impart knowledge and skills to so many students." (SBÖAE4)

"In my opinion, the negative aspects of the Türkiye Century Education Model are that when the application or activities are overloaded, subjects may be neglected when necessary. These are disrupted because there is insufficient time." (SBÖAE5)

When considering the teacher characteristics code, four teacher candidates expressed their views. Some excerpts related to this code are provided below:

"Teachers' failure to accept the model is one of its negative aspects." (SBÖAB2)

"The negative aspect of the Türkiye Century Education Model is that teacher competencies cannot meet the needs of the new teaching system. This is because the Education Model supports multi-faceted development. Teachers accustomed to classical methods find it difficult to adapt to the process." (SBÖAB7)

"Regardless of the model, teachers must first be made aware, or it must be done by those who love the teaching profession. Even if they implement the best model, if the person implementing it lacks the necessary skills and desire, I believe that no model will work for the profession." (SBÖAB12)

"Since I cannot see that schools have fully adapted to it, I cannot fully interpret this model because teachers are following the methods they know." (SBÖAB19)

Table 3.

*Social studies teacher candidates' views on TYMM and the implementation process*

Category	Code	Description	f
TYMM implementation Process	Not implemented	Indicates that the model is not being implemented in schools and that traditional methods are still being used.	12
	Difficult to implement	It highlights that the model is difficult to implement due to reasons such as overcrowded classrooms, insufficient lesson time, and teachers' approaches.	7

When evaluating the views of teacher candidates regarding TYMM and its implementation process, it was found that it is not being implemented and is difficult to implement. Twelve participants stated that the model is not being implemented. A quote regarding this situation is provided below:

"Personally, the Maarif Model is not implemented at the school I attend. It continues with a traditional approach to education. While the Maarif model emphasises teaching through experimentation, practice, and observation rather than rote learning, unfortunately, at our school, our teacher does not make the 40-minute lesson period very productive and does not provide student-centred education." (SBÖAB13)

"The Maarif model is not fully implemented at the school. The student's own learning is not prioritised. The teacher is more in the foreground. I think the traditional approach is still being used." (SBÖAB14) "In the lessons I have observed so far, I have generally noticed that they are stuck in the old system. Lessons were conducted in the same way during my time." (SBÖAB17)

"The Türkiye Century Maarif Model is not implemented at the internship school I attended. In general, lessons are teacher-centred. Traditional methods are more prevalent." (SBÖAE1)

"I cannot say that a complete education model is being implemented. It is a difficult model to implement in classes of 30-40 students." (SBÖAE4)

"Although the Türkiye Century Education Model has been adopted, I do not see any significant changes in the education and teaching process. In fact, I see that the approach I experienced in my own education continues." (SBÖAE7)

When it comes to the difficult-to-implement code, seven teacher candidates expressed their views. Some quotes regarding this situation are provided below:

“Although our advisor tries to implement it, they are generally unsuccessful. It can be difficult to implement something other than what is customary.” (SBÖAB3)

“Teachers completely reject the Maarif model and teach using traditional, teacher centred methods and only through lectures. However, the Maarif model favours teaching through activities, games and interaction. Teachers find it difficult to implement the Maarif model. In general, those who cannot break out of traditional patterns find it impossible to embrace or implement the Maarif model. Subjecting teachers to strict supervision could solve this problem.” (SBÖAB4)

“The model, which looks very good in theory, can encounter difficulties in practice. Moreover, it has been observed that our teachers also struggle to implement the model due to their past habits and accumulated experience.” (SBÖAB10)

“Most teachers think that there are too many activities in the model, that the books contain too little information, and that it is difficult to implement the curriculum because some lessons have too few hours.” (SBÖAB18)

“A model has been presented, but at the school I visited, I did not observe much adaptation. I believe the main reason for this is that the model is new, and teachers struggle to implement it due to their own specific experiences and years of established routines, or because they are accustomed to the old system and do not fully embrace the new model.” (SBÖAB19)

“It has been a challenging educational model to implement, especially in large classes and for every student.” (SBÖAE4)

#### 4. DISCUSSION and CONCLUSION

This study examined the views of social studies teacher candidates on TYMM and its implementation process. Under the theme “TYMM from the Perspective of Social Studies Teacher Candidates,” the study identified categories of TYMM and its positive features, as well as TYMM and its negative features.

Under the category of TYMM and its positive features, codes such as activity-focused, skill-oriented, student-centred, and multifaceted development were identified. The code “providing multifaceted development,” which is included in the TYMM and its positive attributes category, is featured and emphasized in the common text of the TYMM Curriculum. This document states that human beings are inherently multifaceted creatures. In this context, it is emphasized that the Turkish Century Education Model is designed as a unique educational model based on the principle of the development of the individual in all aspects (Ministry of National Education, 2025). Another positive feature of TYMM has been identified as its skill-oriented nature. According to İlik and Dügmeçi (2025), TYMM has structurally moved away from the traditional ‘content transfer’ model and has enabled a transition to skill-based education defined through ‘learning outcomes’.

Under the category of TYMM and its negative characteristics, codes related to the mismatch between activities and lesson hours and teacher characteristics were identified. Teacher candidates noted that the activities were too intensive, while the time allocated to social studies lessons was insufficient. In the research conducted by Ersoy and Acar Erdol (2025), teachers emphasized that variables such as large class sizes, insufficient weekly lesson hours, and teacher competencies can make the implementation process difficult. According to İlter and Çimen (2023), social studies class time should be increased so that more space can be given to in-class activities, topics can be covered using different methods and techniques, and they can be thoroughly reinforced. This will also increase student success. Abstract and difficult-to-understand topics can become more comprehensible through applied lessons.

In their research, Gönenç and Açıkalın (2017) addressed the problems encountered by social studies teachers in teaching social studies. Their study revealed that a large proportion of participants emphasised the problem of insufficient class time allocated to social studies. In this context, they stated that there was a mismatch between the social studies teaching programme and the number of lessons allocated to the programme and that adjustments needed to be made in this regard. Similarly, Metin Göksu and Taşyürek (2023) conducted a study on the problems encountered by social studies teachers in relation to the social studies programme. Most social studies teachers stated that the number of lessons was insufficient. They stated that they struggled to cover certain topics. Looking at these research findings, we can say that these problems have been ongoing for many years and continue to this day.

Problem that could come from the lack of social studies in the classroom is students’ lack of knowledge about the development of the systems and institutions that have the power to change society. How voting systems work, who they work for (and don’t), and the mechanisms for change are vital knowledge, as are other parts of our society (Lindell & van Kesse, 2023). Reduced instructional time in social studies has resulted, the curtailment or elimination of opportunities to promote students’ higher order thinking, and an increased emphasis at times on the simple reproduction of content knowledge (Wills, 2007).

In the study, teacher candidates mentioned that teachers were unable to accept the model and continued with the old methods. Teachers must be “programme literate” in order to correctly understand and implement teaching programmes. Teachers should be equipped with programme literacy skills. Furthermore, teachers who are the implementers of the programme must undergo

rigorous training on the implementation of the programme. For the programme to be successful, it is essential that teachers recognise, understand and embrace it (Berk & Özer, 2024). Susam and Demir (2020) pointed out that professional training should be provided to teachers who are actively continuing their duties. This issue is of great importance in establishing the implementation of the newly developed program. In addition, it was stated that the content of the courses taught in universities should be created according to the new program and taught in accordance with this content as another important issue.

When the views of teacher candidates regarding TYMM and its implementation process were evaluated, it was found that it is not being implemented and that it is difficult to implement. Prospective teachers stated that the model was not being implemented or that it was difficult to implement. They stated that the model was not being implemented in schools and that traditional methods were still being used. They attributed the difficulty of implementing the model to reasons such as “crowded classrooms, insufficient lesson time, and teachers’ approaches”. The research conducted by Ocak and Kocaman (2021) also highlighted the problems arising from the lack of teaching hours and overcrowded classrooms. Çelikkaya and Kürümlüoğlu (2021) also surveyed teachers in their research, and the teachers emphasised the inadequacy of the number of teaching hours. In the research conducted by Onosko (2012), the dominant obstacles to developing thinking skills in social studies lessons were identified. Six obstacles emerged. Two of these six obstacles were determined to be the large number of students and insufficient planning time.

Based on the findings of the study, it is considered necessary to increase the time allocated to lessons and to provide rigorous training on the implementation of the programme so that teachers, who are the implementers of the programme, understand and embrace it. Numerous studies have identified insufficient lesson time over the years. Unless lesson time is adequate, this student-centered, activity-based model, which incorporates 21st-century skills and many other positive features, will not achieve its goals. Moreover, if teachers do not fully understand and internalize the model and the curricula based on it, achieving the goal is unlikely. In this context, it is recommended that teachers be made aware of the model and that lesson time be reviewed, taking into account its features.

### Conflict of Interest

The authors declare no conflict of interest regarding the publication of this article.

### 5. REFERENCES

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