Teacher Perceptions on the Century of Turkey Educational Model Based on The Functions of Education

Eğitimin İşlevleri Temelinde Türkiye Yüzyılı Maarif Modeline İlişkin Öğretmen Görüşleri

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Abstract

This study aims to evaluate the Century of Türkiye Education Model (CTEM) from the perspectives of teachers in terms of the individual, social, economic, and political functions of education. The research employed a qualitative design based on the phenomenological approach. Data were collected through semi-structured interviews with 50 teachers from various subject areas working in public schools in Sivas where CTEM is being implemented. Additionally, the official CTEM Core Text published by the Ministry of National Education was analyzed using document analysis. The data were examined through MAXQDA software and subjected to descriptive and content analysis. Findings reveal that CTEM strongly reflects the individual and social functions of education, while certain deficiencies remain in the practical implementation of its economic and political functions. Teachers reported that CTEM contributes positively to individual development, value transmission, and social integration, but emphasized the need for more concrete practices in areas such as economic competencies, career guidance, and citizenship education. The study aims to present the field-level implications of educational policy from the viewpoint of teachers and to identify both the strengths and areas in need of improvement within CTEM.

Öz

Bu araştırmanın amacı, Türkiye Yüzyılı Maarif Modeli'nin eğitimin bireysel, toplumsal, ekonomik ve siyasal işlevleri açısından öğretmen görüşlerine dayalı olarak değerlendirilmesidir. Araştırma, nitel desende ve olgubilim yaklaşımı doğrultusunda gerçekleştirilmiştir. Veriler, Sivas il merkezindeki devlet okullarında Maarif Modeli'ni uygulayan farklı branşlardan 50 öğretmenle yapılan yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Ayrıca, Millî Eğitim Bakanlığı tarafından yayımlanan Türkiye Yüzyılı Maarif Modeli Ortak Metni doküman analizi yöntemiyle incelenmiştir. Elde edilen veriler MAXQDA yazılımı kullanılarak betimsel ve içerik analizine tabi tutulmuştur. Araştırma bulguları, modelin eğitimin bireysel ve toplumsal işlevlerini güçlü biçimde yansıttığını; buna karşın ekonomik ve siyasal işlevlerin uygulamaya dönük bazı eksiklikler barındırdığını ortaya koymaktadır. Öğretmenler, modelin bireysel gelişim, değer aktarımı ve toplumsal uyum gibi alanlarda katkı sağladığını belirtirken; ekonomik yeterlilikler, mesleki yönlendirme ve vatandaşlık eğitimi gibi konularda daha somut uygulamalara ihtiyaç olduğunu vurgulamışlardır. Bu çalışma, eğitim politikalarının saha düzeyindeki yansımalarını öğretmen bakış açısıyla ortaya koymayı ve Maarif Modeli'nin güçlü yönleri ile geliştirilmesi gereken alanlarını belirlemeyi amaçlamaktadır.

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INTRODUCTION

Education is a multidimensional process that not only enables individuals to acquire knowledge but also facilitates their integration into society, fosters their development into productive members, promotes the internalization of cultural values, and ensures the transmission of these values to future generations (Türer, 2006). Accordingly, the meaning attributed to education varies across historical, cultural, and ideological contexts. A review of educational definitions reveals that different scholars approach the concept from various dimensions. For instance, Tezcan (1981) defines education as a set of processes through which individuals develop their abilities, attitudes, and constructive behaviors within the society in which they live. Adem (1977), on the other hand, describes it as all forms of training activities aimed at cultivating intellectual and physical capacities in both children and adults. Koçer (1974) views education as the totality of processes through which individuals acquire positive attitudes and behaviors, while Tunç (1969) characterizes it as a social process in which individuals internalize societal standards, beliefs, and lifestyles. Dewey's perspective on education is grounded in the idea that individuals deepen their social structures by continually renewing their experiences and exercising control over their own learning processes (as cited in Varış, 1991). However, more contemporary definitions emphasize that education should not only be understood as knowledge transmission but also as a means of fostering 21st-century skills such as creativity, critical thinking, digital literacy, global awareness, and social responsibility (OECD, 2019). Collectively, these definitions underscore that education is not solely a pedagogical phenomenon but also a social, cultural, and political institution.

Durkheim, who conceptualizes education as a social institution, defines it as the process through which adult generations shape younger generations both intellectually and morally in preparation for social life (as cited in Ergün, 1987). In this respect, education serves not only as a vehicle for change but also as a mechanism for maintaining social equilibrium, since societies are in a constant state of transformation (Sönmez, 1991). The individual, social, economic, and political functions of education are designed to respond to this transformation (Doğan, 2015). It is through education that individuals develop their abilities, adapt to social norms, participate in the economic process as productive citizens, and embrace democratic values to engage in political life (Şişman, 2007; Hoşgörür & Taştan, 2012a). These functions of education—individual, social, economic, and political—are operationalized through educational programs and curricula in line with intended outcomes and societal needs, thereby translating the broader purposes of education into practice within daily educational experiences. Globally, countries have restructured their education systems in line with these changing functions and expectations. Finland prioritizes student well-being and learner autonomy, Singapore highlights technology-driven innovation, while Canada integrates multicultural values and equity-based learning approaches (Sahlberg, 2011; OECD, 2020). These examples demonstrate that education is increasingly seen as a transformative tool for preparing individuals to thrive in complex, rapidly evolving societies.

From a theoretical standpoint, education has been widely discussed through different perspectives. Human Capital Theory views education as an investment that enhances economic productivity and competitiveness (Becker, 1993), while Functionalist Theory emphasizes its role in social integration, cultural transmission, and role allocation (Durkheim, 2012). More recent perspectives such as Critical Pedagogy underline the emancipatory power of education in challenging inequalities and fostering democratic participation (Freire, 2000). In addition, critical economists argue that education also reproduces social and economic inequalities, as highlighted in the seminal work Schooling in Capitalist America (Bowles & Gintis, 1976). Incorporating these theoretical frameworks provides a foundation for analyzing Turkey's new educational reforms and situating them within broader global debates on the purposes and functions of education.

Achieving the desired profile of individuals and society in education is directly linked to the quality of curricula. Therefore, the transformation aimed for in education necessitates not only pedagogical innovations but also substantial changes in content. In this context, curricula function as fundamental tools that facilitate not only the delivery of course content but also the transmission of values, social integration, and economic participation. Thus, every educational reform movement is aligned not only with goals related to individual development but also with broader social and political objectives.

In this context, curriculum changes signify not merely a renewal of content but a comprehensive restructuring of the entire education system. In Turkey, earlier reforms include the constructivist-based curriculum reform of 2005 and the skills-based content updates introduced in 2017. Globally, countries such as Finland, Singapore, and Canada stand out with education systems that emphasize skills-based learning and account for individual differences (Sahlberg, 2011). In 2024, Turkey introduced a new paradigm shift in its education system with the launch of the Century of Türkiye Education Model (CTEM). CTEM is a comprehensive transformation project that aims to integrate an educational vision grounded in national and moral values with the demands of the modern era. The model encompasses curriculum development, teacher training, instructional material design, and assessment processes (Akpınar & Köksalan, 2024).

The aim of this study is to evaluate the extent to which the holistic development approach proposed by CTEM corresponds to the individual, economic, social, and political functions of education. The functions of education systems present a multifaceted structure, ranging from the integration of the individual into society and economic productivity to the development of political

consciousness and the transmission of cultural values (Şişman, 2007). CTEM is a comprehensive model that claims to address all of these functions. In this study, the degree to which the model reflects these functions has been assessed through both theoretical document analysis and the perceptions and experiences of practicing teachers regarding the model. This is especially important as the success of educational policies in practice is largely linked to the implementing role of teachers.

Studies in the literature concerning CTEM generally focus on the examination of curricula (Köçer, 2025; Hevedanlı & İnce, 2025; Banaz, 2024; Kuzu, Göçer & Akçay, 2024; Yurdakal, 2024; Üzümcü & Abanoz, 2024; Berk & Özer, 2024), the evaluation of the model itself (Ülçay, 2024; Karataş, 2024; Yıldırım & Çalışkan, 2024; Akpınar & Köksalan, 2024), analyses based on the different values and skills encompassed by the model (Doğan & Aşlamacı, 2025; Sezer & Dedeoğlu, 2024; Efe, 2024), the philosophical and ideological examination of the model (Arslankara & Arslankara, 2024; Turan & Nazıroğlu, 2024; Akpınar & Köksalan, 2024), and teacher perspectives regarding the model (Duyul, Duyul, Kesman & Kesman, 2025; Uygun & Akgül, 2024). This study distinguishes itself from the existing literature by investigating how and to what extent the holistic development approach proposed by CTEM reflects the individual, economic, social, and political functions of education, both theoretically and through the perceptions of practicing teachers. In this respect, the study aims to present a multidimensional evaluation of the model, supported not only at the curriculum level but also through teachers' classroom practices and experiences. Thus, it seeks to offer an original perspective on the field-level reflections of the model and contribute new insights to the literature.

METHOD/MATERIALS

Research Design

This study is a qualitative investigation aimed at evaluating CTEM based on the functions of education through both theoretical document analysis and the assessment of perceptions and experiences of practicing teachers regarding the model. The research design adopted a phenomenological approach. Phenomenology seeks to gain an in-depth understanding of individuals' experiences related to a particular phenomenon and the meanings they ascribe to those experiences (Yıldırım & Şimşek, 2022; Creswell, 2016). Accordingly, the study aimed to analyze the core text of the model and to evaluate teacher perspectives within the context of the functions of education.

Study Group

Data for this study were collected through document analysis and face-to-face interviews. Accordingly, the document analysis focused on CTEM Core Text of Curriculum Programs (2024), considered a fundamental document that systematically defines the model's holistic development approach and its connections to the individual, social, economic, and political functions of education. This provided a direct and detailed analysis of the model's theoretical foundations, thereby establishing a solid institutional framework for the practice-based examination conducted through teacher perspectives.

In the phase of the study where the extent to which CTEM reflects the individual, economic, social, and political functions of education was evaluated through the perceptions of practicing teachers, participants were selected using purposive sampling methods, specifically criterion sampling and maximum variation sampling. Criterion sampling is a strategy that involves including individuals who possess specific characteristics relevant to the study (Yıldırım & Şimşek, 2022). Maximum variation sampling aims to capture a wide range of experiences and situations representing different dimensions of the phenomenon under investigation (Patton, 2014). In line with these sampling strategies, specific criteria were established for selecting teachers to ensure diversity by including participants from different branches and grade levels. To this end, the criterion that teachers must be working in grades 1, 5, and 9, where CTEM has been implemented, was applied, and maximum variation was sought by involving teachers from various branches covered by the curriculum. Accordingly, the study group consisted of 50 teachers (see Table 1) working in public schools applying CTEM in the city center of Sivas, representing the branches of Turkish, Mathematics, Science, Social Studies, and Religious Culture and Ethics. The selection of these branches was made with attention to capturing the different dimensions of CTEM's holistic development approach by including subjects thought to represent both academic knowledge and value transmission within the curriculum.

Table 1. Demographic Characteristics of Participant

Branch	Gender	Years of Experience	Grade Level	Participant Codes
Mathematics	Female: 3, Male: 2	5–20 years	Middle School	T1, T2, T3, T4, T5
Turkish	Female: 6, Male: 8	5–21 years	Middle School	T6–T19
Science	Female: 1	16 years	Middle School	T20
Social Studies	Female: 1, Male: 3	12–19 years	Middle School	T21-T24
Classroom Teacher	Female: 3, Male: 8	1–33 years	Primary School	T25-T35
Religious Culture and Ethics	Male: 2	27 years	High School	T36, T37
Vocational Course	Male: 3	32–38 years	High School	T38-T40
Visual Arts	Male: 1	12 years	High School	T41

Branch	Gender	Years of Experience	Grade Level	Participant Codes
Information Technology	Female: 1, Male: 1	8–20 years	Middle School	T42, T43
Turkish Language and Literature	Female: 1, Male: 1	15 years	High School	T44, T45
Music	Male: 1	6 years	Middle School	T46
Philosophy	Male: 1	26 years	High School	T47
Geography	Male: 1	3 years	High School	T48
History	Male: 1	15 years	High School	T49
Biology	Female: 1	14 years	High School	T50

A total of 50 teachers participated in the study. Among them, 14 were Turkish language teachers, 11 were classroom teachers, 5 taught mathematics, 4 taught social studies, 3 were vocational course instructors, and 2 taught religious culture. Teachers from other branches participated individually. The gender distribution was generally balanced, with both female and male teachers represented across most branches. Participants' years of experience ranged from 1 to 38 years, with a significant portion having 10 or more years of experience. Teachers were employed at grades 1, 5, and 9, thereby ensuring diversity across the grade levels where the model is implemented.

Data Collection

In the data collection process, two qualitative research methods—document analysis and interview technique—were used together. In the first phase, the *Century of Türkiye Education Model* core text was examined in detail, and statements regarding the individual, social, economic, and political functions of education were coded and analyzed. In the second phase, semi-structured face-to-face interviews were conducted with teachers working in grades 1, 5, and 9, where the model was implemented. During the interviews, teachers were asked questions about the possible effects of the model on the education system and the extent to which the model fulfilled the functions of education and from which aspects. The interviews were conducted outside of school hours at times determined by the participants so as not to disrupt teaching and learning, and with participants' consent, audio recordings were taken. Each interview lasted approximately 20-25 minutes, and participants were identified by codes such as T1, T2 to ensure confidentiality. Afterwards, the recordings were transcribed into Word documents, and the data obtained from the interviews were comparatively analyzed with the findings of the core text analysis and systematically presented in the form of graphs and tables.

Validity and Reliability

To ensure the trustworthiness of the study, the criteria of credibility, dependability, transferability, and confirmability were taken into account (Lincoln & Guba, 1985). Various strategies were employed to ensure credibility, transferability, dependability, and confirmability. To ensure credibility, the strategy of triangulation was applied: data sources were diversified by analyzing both the core text of the *Century of Türkiye Education Model* and conducting semi-structured interviews with teachers from different branches. For transferability, a detailed description strategy was employed, presenting each stage (purpose, method, participant characteristics, findings) to the reader in detail. Furthermore, direct quotations obtained from the interviews and emphases in the core text were presented comparatively, thereby strengthening transferability. To ensure dependability, the strategy of researcher triangulation was used during data analysis. In this context, all three researchers actively participated in coding and interpreting the data; the codes, categories, and themes that emerged were constantly compared through the perspectives of different researchers. In addition, the use of MAXQDA software in the coding process provided an objective framework for data analysis. In this way, subjective judgments were reduced, and the data were interpreted more objectively and consistently. Finally, for confirmability, research auditing was employed. The conceptual framework, purpose, method, data collection tools, data analysis, and reporting stages of the study were evaluated in line with expert opinions, and deficiencies that emerged during this process were identified and necessary revisions were made.

Data Analysis

The analysis of the data obtained in the study was conducted using the content analysis method, which is appropriate for qualitative research designs. Content analysis is defined as "a research method that enables the systematic, objective, and quantitative or qualitative analysis of verbal, written, or visual messages conveyed through communication tools" (Krippendorff, 2004). In the first phase of analysis, the core text of the *Century of Türkiye Education Model* was examined. It was read from a holistic perspective in line with the research questions, and meaningful statements, sentences, or paragraphs were coded within the framework of the functions of education. To increase the reliability of the document analysis, the obtained data were continuously examined through a comparative approach, and coding consistency was ensured. In addition, new codes and themes that emerged during the analysis were interpreted within the holistic framework of the research objectives and the four basic functions of education (individual, social, economic, political). Later, codes carrying similar meanings were grouped, and categories and themes were defined. Then, the text was transferred into MAXQDA software, overarching themes were determined on the basis of the functions of education (individual, social, economic, political), and frequencies of the categories were considered to

reveal descriptively what kind of framework the core text provides concerning the functions of education. This analysis process enabled an in-depth evaluation of the theoretical framework of CTEM.

In the second phase of the analysis, the data obtained from the interviews were imported into MAXQDA 2024 software, read holistically, and meaningful statements were identified through open coding. Throughout the coding process, the data were systematically compared, and similarities and differences between teacher views and the findings of the core text analysis were identified. In addition, the constant comparison method was applied to ensure integrity and consistency among the data; data obtained from teacher views were interpreted together with the findings of the core text analysis. In this process, how and to what extent the functions of education (individual, social, economic, political) were addressed within the context of the *Century of Türkiye Education Model*, in what ways they were supported, and the strengths and weaknesses in practice were examined in detail. After the completion of the analysis process, the results obtained were presented in the form of graphs and comparative tables, and the data under each theme were supported with frequencies and direct quotations.

FINDINGS

In the study, comparative charts were created based on teachers' responses to whether the CTEM fulfills the individual, social, economic, and political functions of education, as evaluated through both document analysis and teacher interviews. In addition, Core categories were identified according to statements that serve these educational functions and presented in tabular form.

Finding 1: The Extent to Which CTEM Fulfills the Individual Function of Education

This section examines the extent to which CTEM fulfills the individual function of education, based on teacher perspectives.
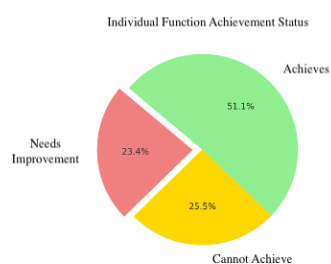

Figure 1. Extent to Which CTEM Fulfills the Individual Function of Education

The figure evaluates the extent to which the *Century of Türkiye Education Model* (CTEM) fulfills the individual functions of education. According to the data, 51.1% of participants stated that the model successfully fulfills these functions, while 25.5% indicated that it does not. Additionally, 23.4% believed that improvements are needed. These results suggest that there is generally a positive perception of the model's effectiveness in addressing individual functions; however, a significant portion of participants perceive notable shortcomings. In particular, the 23.4% who emphasized the need for improvement highlight the necessity for more concrete actions to enhance the model's implementation in terms of individual educational functions.

Table 2. Individual Function of Education: Comparison of the CTEM Core Text and Teacher Perspectives

Theme	CTEM Core Text	n	Teacher Perspectives	n
Individual Development and Personality Formation	Moral and Ethical Competencies	13	Educating individuals with moral values	2
	Emotional and Social Competencies	84	Supporting affective skills	2
			Fostering aesthetic sensitivity	1
			Developing responsibility skills	1
			Encouraging self-expression	1
			Cultivating appreciation for the arts	1
			Fostering cooperation skills	1
			Encouraging curiosity	1
			Building self-confidence	7
			Enhancing self-efficacy	1
	Physical and Bodily Competencies	17		
Cognitive and Intellectual Abilities	Mental and Creative Competencies	37	Fostering open-mindedness	1
			Encouraging creative and innovative thinking	1
			Developing original and innovative thinking skills	2

Theme	CTEM Core Text	n	Teacher Perspectives	n
			Teaching subject-specific skills	3
			Educating individuals with analytical thinking	1
			Cultivating idea generation and problem-solving	1
	Information Processing and Critical Thinking Skills	46	Fostering inquiry-based learning	1
			Supporting decision-making	1
			Supporting problem-solving skills	1
			Enhancing critical thinking	5
			Supporting reasoning	2
			Supporting inferencing	1
			Developing inquiry skills	1
Teaching and Learning Environment Management	Supporting Teaching Processes	63	Reducing learning difficulties	3
			Preparing students for life	1
			Supporting students' strengths (enrichment)	2
			Considering individual differences	1
			Allowing self-paced progress	1
			Addressing students' deficiencies	2
			Promoting student engagement	3
			Supporting individual activities	1
			Process-oriented assessment	4
			Developing individual talents	3
			Enabling self-discovery and self-awareness	1
	Adaptation to Contemporary Requirements	34		
Holistic Approach and Lifelong Learning	Holistic Individual Development	15		
Challenges Encountered in Practice			Leading to imitation rather than self-reflection	1
			Failing to consider differences in student ability levels	1
			Excessive repetition in certain activities	1
			Lack of sufficient pilot implementation	1
			Inadequate student comprehension and interpretation	2
			Failure to account for overcrowded classrooms	2
			Ignoring time constraints	1
			Insufficient support for academic development	1
			Overlooking regional disparities	2
			Neglecting physical infrastructure conditions	2

While CTEM offers a comprehensive framework targeting the holistic development of the individual, teacher perspectives provide critical insights into how this framework translates into practice. The themes derived from teacher statements enable a multidimensional evaluation of the model's effectiveness in fulfilling the individual function of education.

Within the scope of Individual Development and Personality Formation, many teachers emphasized that students are given opportunities to explore their own potential. For instance, Participant T1 stated, *"The model aims for self-realization by taking individual differences into account,"* highlighting this aspect. This aligns with the emphasis in the Core Text, which underlines *"allowing each student to know and discover themselves."*

In terms of Emotional and Social Competencies, some teachers noted that the model supports self-confidence, responsibility, and communication skills. For example, Participant T19 remarked, *"I find it very valuable in how it supports children in discovering their own characteristics."* This perspective parallels the Core Text's statement: *"Social-emotional learning competencies encompass students' ability to recognize emotions, empathize with others, take responsibility, make healthy decisions, and build positive relationships. These competencies are structured as a core part of all courses within CTEM."*

In the context of Cognitive and Intellectual Abilities, a significant number of teachers believed that the model fosters skills such as critical thinking and problem-solving. Participant T12 supported this by stating, *"It aims to unlock the individual potential of students."* These abilities are echoed in the Core Text as *"generations who think critically, solve problems, and make decisions."*

Regarding Teaching and Learning Environment Management, it was noted that the model supports individual learning pace and differences. However, Participant T27 noted, *"Class sizes are large, which makes it difficult to support individual*

development," pointing to some limitations encountered in practice. This contrasts with the theoretical emphasis in the Core Text on *"flexible learning environments and process-based assessment."*

Implementation Challenges emerged as one of the most prominent issues in teacher perspectives. Participant T33 expressed a disconnect between the model's ideal framework and its practical reflection by stating, *"The aspects that support individual development are important, but they are not felt in the field."* This disconnect aligns with the shortcomings identified by teachers in areas such as guidance, class size, content alignment, and regional disparities.

While teacher opinions generally reflect satisfaction with the individual function of the Maarif Model, there is a clear call for improvement at the implementation level—particularly regarding content, teacher training, and physical conditions. This provides valuable insights into how theoretical goals correspond to realities in the field and underscores the need to reassess implementation processes.

In general, the Core Text presents a comprehensive vision for cultivating the ideal individual. However, teacher perspectives address how this vision plays out in practice and highlight the challenges encountered. While the theoretical framework of the Core Text embodies a holistic approach aiming at both individual and social development, teacher feedback offers critical clues for understanding the model's practical implications and overcoming obstacles. The relationship between theoretical objectives and practical needs is thus a key factor that must be considered at both the planning and implementation stages of education.

Finding 2. The Extent to Which CTEM Fulfills the Social Function of Education

This section examines the extent to which CTEM fulfills the social function of education, based on teacher perspectives.
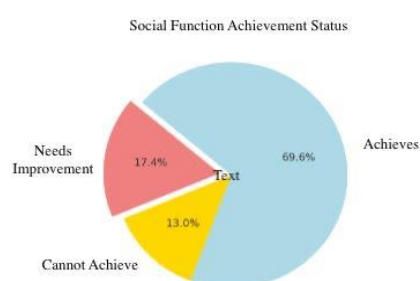

Figure 2. Effectiveness of CTEM in Fulfilling the Social Function of Education

The figure evaluates the extent to which CTEM fulfills the social functions of education. According to the data, 69.6% of participants stated that the model successfully fulfills social functions, while 13.0% indicated that these functions are not being achieved. Additionally, 17.4% of respondents believe that improvements are needed. These findings suggest that social functions represent one of the model's strongest aspects and are largely perceived positively by teachers. However, the 17.4% who called for further development highlight that there are still shortcomings to be addressed in this area. This underscores the importance of ongoing evaluation and improvement efforts to enhance the model's effectiveness in fulfilling its social functions.

Table 3. Social Function of Education: Comparison Between the Core Text of CTEM and Teacher Perspectives

Theme	Core Text	n	Teacher Perspectives	n
Social Cohesion and Solidarity	Social Responsibility and Ethical Awareness	44	Educating individuals who are aware of virtues	4
			Educating honest and moral citizens	1
			Educating individuals with ethical values	1
			Educating individuals with moral values	3
			Educating responsible individuals	6
			Educating contented individuals	1
	Common Culture and Value Consciousness	10	Educating individuals committed to traditions	1
			Educating individuals aware of national and societal values	14
	Strengthening Family and Social Bonds	61		
	Environmental and Aesthetic Awareness	22		
Socio-Emotional Learning and Communication	Social and Communicative Skills	57	Supporting socialization	5
			Developing social awareness	3
			Strengthening cooperation and solidarity	8
			Supporting social integration	3

Theme	Core Text	n	Teacher Perspectives	n
Historical and National Consciousness	Self-Actualization and Social Participation	4		
	Historical Consciousness and Empathy	6		
	National, Spiritual, and Cultural Identity	16	Educating individuals aware of their history	1
			Educating individuals aware of their culture	8
			Developing spiritual awareness	3
Holistic Development	Holistic Development and Wisdom	1		
	Holistic Quality of Life	25		
Challenges in Implementation			Negative influence of social media	1
			Continuation of lack of rules and sanctions	1
			Imposition of educational policies	1
			Lack of school-family-community integration	2

CTEM conceptualizes the social function of education not merely as citizenship education, but as a holistic construct encompassing cultural continuity, social participation, social responsibility, and the development of empathy. Teacher perspectives provide critical insights into the practical reflections of this multidimensional understanding of education's social function. Based on the analyses, five key themes have emerged from teacher responses: Cultural Heritage and Moral Values; Social Participation and Responsibility; Cooperation and Social Sensitivity; Socio-Emotional Development and Parental Involvement; Social Awareness and Realism.

Cultural Heritage and Moral Values: A majority of teachers positively evaluated the model's emphasis on sustaining and transmitting the fundamental values of society to future generations. For instance, Participant 5 emphasized this aspect by stating, *"The model supports moral development by transmitting the society's cultural values to students."* However, some teachers noted that this transmission remains largely theoretical and lacks sufficient practical implementation. Teacher 26, for example, remarked, *"The content for transmitting social values is inadequate; it needs to be more practice oriented."* The Core Text of the model aligns with this intent by defining its aim as *"transmitting the society's world of values to the new generation by harmonizing it with the requirements of the era,"* and foresees value education to be integrated across all subject areas.

Social Participation and Responsibility: CTEM aims to foster integration of students into society, cultivate sensitivity to social issues, and encourage active participation in social responsibility projects. Teacher 18 positively assessed this practical orientation by stating, *"It prepares students for social life through social responsibility projects.* "In contrast, Teacher 7 noted, *"The program is very idealistic, but the field conditions do not support it,"* and T33 stated, *"Classroom settings are not sufficient for the development of social skills and responsibility,"* thus pointing to structural inadequacies in implementing these goals. These remarks suggest the presence of systemic barriers in realizing objectives such as *"community service practices, local projects, and empathy with disadvantaged groups,"* as outlined in the Core Text.

Cooperation and Social Sensitivity: One of the key components of the social function—coexistence and collaboration—was seen by several teachers as a strength of the model. For example, Teacher 21 stated, *"It foregrounds values like cooperation, solidarity, and mutual support."* The Core Text conceptualizes these competencies as *"developing social inclinations toward understanding different segments of society,"* and encourages group work, collective activities, and local culture-based initiatives.

Socio-Emotional Development and Parental Involvement: Another complementary aspect of the model's social function involves emotional competencies and school-family collaboration. Teacher 14 highlighted this limitation by stating, *"It is strong in terms of socio-emotional development, but parental involvement is lacking in practice."* While the Core Text indirectly acknowledges this shortcoming by defining families as *"a natural support system for children's healthier integration into social life,"* teacher statements indicate that this definition is not adequately reflected in practice.

Social Awareness and Realism: This theme reflects on the model's aim to raise awareness about current social events and issues. Teacher 30 critically stated, *"It fails to create awareness of societal problems; it remains too abstract."* This critique reflects a gap between the model's idealized goals and their tangible realization in practice. Yet, the Core Text explicitly aims for *"raising students who are sensitive to social issues, who take social responsibility, and who develop empathy."*

In summary, while teachers generally find the theoretical framework of CTEM supportive of education's social function, they also highlight several implementation shortcomings—especially in terms of content adequacy, physical infrastructure, teacher training, and school-family cooperation. It may be concluded that in order to concretize the model's goals related to social responsibility, value transmission, and social participation, more practice-oriented policies and stronger structural supports are needed.

Ultimately, this comparison between the Core Text and teacher perspectives reveals that policymakers offer a broad vision for achieving societal goals, whereas teachers focus on daily educational practices and individual student outcomes. Aligning these two perspectives is crucial for the feasibility and success of educational policies. Balancing the individual and social functions of education will serve as a bridge to close the gap between theoretical goals and practical realities.

Finding 3. The Extent to Which CTEM Fulfills the Economic Function of Education

This section examines the extent to which the Century of Türkiye Education Model fulfills the economic function of education, based on teacher perspectives.
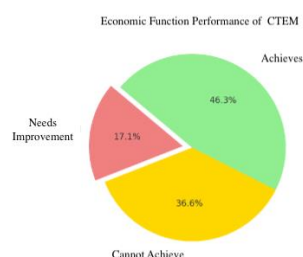

Figure 3. The Extent to Which CTEM Fulfills the Economic Function of Education

The graph evaluates the extent to which CTEM fulfills the economic functions of education. According to the data, 46.3% of participants stated that the model fulfills the economic functions, while 36.6% indicated that these functions are not being realized. The proportion of those who believe improvements are necessary stands at 17.1%. These results suggest that the economic functions are perceived as weaker compared to the other functions of the model. This relatively low success perception regarding economic functions highlights the need for improvements in areas such as vocational education, alignment with the labor market, and the enhancement of individuals' economic competencies. Notably, the combined percentage of "needs improvement" and "not fulfilled" responses (53.7%) points to the necessity of taking more concrete steps in this area.

Table 4. Economic Function of Education: Comparison Between the CTEM Core Text and Teacher Perceptions

Theme	Core Text Categories	n	Teacher Perspectives	n
Economic Competence and Economic Behaviors	Financial Awareness and Literacy	53	Not Developing Financial Literacy Skills	1
Education and Resource Management	Resource Management and Saving	13	Supporting Effective Time Management	2
			Raising Thrifty Individuals	1
			Increasing Paper Waste	1
			Raising Skill-Based Individuals	1
			Raising Productive Individuals	2
			Enabling Individuals to Realize Their Potential	3
			Multi-dimensional Development of Individuals	1
			Strengthening the Alignment Between the Education System and the Labor Market	1
			Supporting Vocational and Technical Education	2
			Raising Content Individuals (Satisfactory, Modest)	1
Economic Contribution and Development	Economic Value and Production Awareness	1	Guiding Towards the Right Career Choice	3
			Raising Individuals with Vocational Competence	2
			Teaching New Job Fields and Sectors	1
			Developing Technologically and Contemporary Skills	3
			Raising Productive Individuals Without Financial Necessity	1
			Raising Individuals with Qualified Workforce Skills	5
			Raising Economically Strong Individuals	2
			Raising Economically Conscious Individuals Regarding Efficiency	5
Economic Challenges and Implementation Areas			Education Being Compulsory Lack of Establishment of Vocational Middle Schools Insufficient Economic Conditions of Students Not Preventing Unemployment Economics Knowledge Remaining Abstract at the Primary Education Level Not Training Intermediate Staff Insufficient Student Recruitment and Guidance in Artistic and Sports Fields Emphasis Only on Quantitative (STEM) Fields	14

Theme	Core Text Categories	n	Teacher Perspectives	n
			Prioritizing Individual Success Over Social Development	
			Schools Not Being Economically Supported by the Ministry	

CTEM adopts an approach that aims to equip individuals with competencies in areas such as economic awareness, financial literacy, and support for domestic production. Teachers' views provide a multidimensional opportunity to assess how these goals are reflected in practice. The themes shaped by their opinions reveal both the strengths of the model in fulfilling its economic function and the challenges encountered during implementation.

Financial Literacy and Economic Awareness: While most teachers viewed CTEM's goals related to financial literacy as positive in terms of content, they noted that these goals are not fully reflected in classroom practices. For example, P19 stated, "*Children should be taught money management from an early age—the model is good, but implementation is lacking,*" while P23 remarked, "*Financial literacy topics are present in the curriculum, but it's unclear how to implement them in practice.*" These statements highlight a gap between theoretical aims and actual application. Although the Core Text outlines objectives such as "*imparting basic knowledge on income, expenditure, saving, investment, borrowing, and financial technologies,*" classroom implementation needs to be more robustly structured.

Resource Management and Saving Awareness: Some teachers noted that while the model promotes common values on the conscious and planned use of resources, there is uncertainty about how these ideas translate into students' daily lives. P11 commented, "*Topics like saving and effective resource use are covered in lessons, but they need to be connected to real life.*" The Core Text defines this theme as "*the efficient and planned use of resources like time, energy, and money, avoiding waste.*" However, teacher feedback suggests that these concepts should be concretized, tailored to age levels, and supported by activities that foster behavioral transformation.

Domestic Production and National Economic Consciousness: CTEM's objective to support national production and emphasize domestic values was appreciated by some teachers, who also emphasized the need for practical applications to convey this to students. For example, P8 stated, "*Incorporating the country's production power, domestic products, and values like frugality into education is important,*" while P2 added, "*The model provides content that supports the national economy, but it's difficult to engage students—pedagogical approaches need diversification.*" Although the Core Text aims to "*instill consumer behavior that supports the national economy and raise awareness of domestic production,*" teachers believe that to turn this awareness into behavior, the model should be designed in a more interactive and case-based manner. Teacher feedback shows that CTEM includes strong theoretical goals regarding its economic function, but that structural and pedagogical difficulties arise in implementing these goals in the classroom. While theoretical attainments in financial literacy, resource management, and national economic awareness are supported by teachers, they emphasize the need to concretize the content, adapt it to student age groups, and diversify the tools used in practice. This indicates that in order for the model to effectively fulfill its economic function, adjustments are needed in content design, teacher competence, and learning environments.

In conclusion, the Maarif Model's text highlights micro-level strategies aimed at developing individuals' economic competencies, whereas teacher perspectives draw attention to broader economic functions and practical challenges. For educational policies to enhance alignment with labor markets, support individuals in realizing their economic potential, and strengthen the role of education in social development, both individual and societal economic goals must be addressed in a balanced way. This analysis underlines the importance of shaping policies in harmony with on-the-ground realities of implementation.

Finding 4: CTEM's Fulfillment of the Political Function of Education

In this section, the extent to which the Türkiye Century Education Model fulfills the political function of education has been examined based on teachers' perspectives.
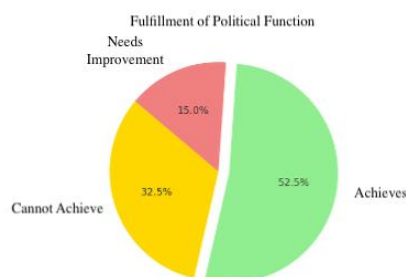

Figure 4. The Extent to Which CMET Fulfills Its Political Function

The graph evaluates the extent to which CTEM fulfills its political functions. According to the data, 52.5% of the participants stated that CTEM fulfills its political functions, while 32.5% believed these functions are not being achieved. The proportion of

those who think improvements are needed is 15.0%. These results indicate that CTEM has achieved a certain level of success in fulfilling its political functions. However, it is also evident that some shortcomings need to be addressed in order to fully realize these functions. In particular, it appears that the implementation of goals such as fostering democratic attitudes, developing a sense of citizenship, and raising individuals committed to national values should be made more concrete. The 15.0% who emphasized the need for improvement suggest that stronger support mechanisms are required in the implementation of this function.

Table 5. Political Function of Education: Comparison Between CTEM Core Text and Teachers' Perspectives

Category	Statements from the Core Text	n	Teacher Perspectives	n
Political Participation and Leadership	Empowering educational approach for social participation and equality	5	Raising Political Awareness	3
			Developing a Participatory Management Approach	1
			Facilitating the Development of Leadership Qualities	1
			Ensuring Active Participation of Individuals in Political Processes	6
National Values and Global Approaches	Fostering critical sociological thinking skills	2	Developing Critical Thinking	1
	Taking measures to eliminate disadvantages such as faith, identity, and socioeconomic status	1	Aiming to Balance Local Values and Global Requirements	2
			Instilling Concepts of Equality and Justice	2
	Educating Individuals Who Know Their Citizenship Rights and Responsibilities	18	Ensuring Respect and Tolerance for Different Opinions and Cultures	3
			Emphasizing Values of Homeland, Flag, and Nation	1
			Aligning with Global Political Values	0
			Instilling Citizenship Rights, Freedoms, and Responsibilities	3
	Citizenship Education Based on Civilizational Awareness, Equity, and State Responsibility	12	Fostering National Consciousness	1
			Raising Individuals Who Protect Their Nation, History, and Language within a Framework of Virtue and Value Action	1
			Educating Individuals Loyal to Atatürk's Principles and Reforms	2
Citizenship Awareness and Democracy Education	Ensuring a Learning Process Grounded in Rights and Personal Development	2	Educating Individuals Who Know Their Rights	1
			Raising Individuals Who Will Contribute to the Advancement of Their Country	1
			Developing Perspectives Suitable for Rapidly Changing Political Functions	1
			Fostering a Sense of Belonging to the State and Nation in Individuals	1
			Emphasizing Democracy, Human Rights, and the Rule of Law	1
			Raising Individuals Sensitive to Social Issues	2
			Developing Democratic Awareness	12
	An Inquiry- and Interdisciplinary-Thinking-Based Educational Model	10		
Systemic and Implementation Challenges			Content Issues Regarding Interdisciplinary Harmony and the Place of Atatürk's Thought in Education	2
			Insufficiency in Terms of Content and Implementation	3
			No Difference from Old Programs, Repetition	4
			Students' Digital Addictions and Negative Influences	1
			Ideological Content in Social Sciences Courses	1
			Insufficient Recognition of Different Cultural Identities and Social Inequality	3
			Differences in Education Quality Between Regions	1
			Providing Only Theoretical Knowledge	1
			Lack of Support for Applied and Experiential Learning Environments	1
			The Political and Ideological Thought Structure of the Student's Family Environment	2
			Failure to Foster National Consciousness Through Education	1
			Lack of Trust in the System	2

Political Participation and Leadership: The theme of political participation and leadership is directly related to the mission of CTEM to prepare individuals for active citizenship roles. Teacher 13 shared the view, "*Individuals actively participate in these processes,*" while T6 pointed out, "*Leadership qualities emerge,*" emphasizing that students' leadership tendencies are supported. These statements align with the theoretical text of CTEM, which highlights that "*Contents aimed at raising the society's leading individuals are included*" and "*Social studies, history, and revolution history courses aim to raise political awareness.*" Teacher opinions largely support CTEM's focus on political consciousness and leadership.

National Values and Global Approaches: The emphasis that CTEM should both strengthen national identity and raise individuals who adapt to the global world was distinctly present in teacher perspectives. T15 stated, "*I find it sufficient in terms of imparting national values, creating national consciousness, and even raising leaders,*" while T8 noted, "*The Educational Model is structured both to protect local identity and to prepare students for a global world,*" pointing to a dual educational goal. This approach corresponds to the Core Text's emphasis that "*Content strengthening national identity is prioritized*" and "*Developing tolerance towards different cultures and communities ensures social integration.*"

Citizenship Awareness and Democracy Education: Citizenship awareness and democracy education are among the fundamental political functions of CTEM. Teacher 4 said, "*It effectively develops citizenship awareness,*" while T9 shared, "*Democracy education aims to cultivate citizenship awareness and political participation.*" The Core Text includes statements such as "*The goal is to develop citizenship awareness and raise individuals committed to democratic values*" and "*Concepts like democracy, human rights, and rule of law are addressed.*" There is strong parallelism between the perspectives and the theoretical framework.

Systemic and Implementation Challenges: Challenges encountered in field implementations of CTEM were frequently expressed in teacher perspectives. T10 commented, "*Although it includes many aspects in terms of political function, it falls short of fully realizing them,*" and T25 stated, "*The social sciences courses in education are already completely ideological and their functionality is at the highest level.*" These criticisms may contrast with the theoretical neutrality emphasized in the text: "*The model is not prepared with the aim of promoting a particular political ideology.*" Teachers' observations during implementation reveal discrepancies between CTEM's ideal goals and field conditions.

In conclusion, while CTEM Core Text offers a theoretical framework regarding the political functions of education, teacher views assess the practical reflections of this framework from a more pragmatic perspective. The education system should not only teach individuals political values but also provide experiential environments in which they can apply these values in everyday life. In this context, it is of great importance that education policies support inclusive, egalitarian, and democratic values at both the theoretical and practical levels.

DISCUSSION, CONCLUSION AND SUGGESTIONS

This study aimed to evaluate the CTEM in terms of its individual, social, economic, and political functions of education based on teachers' perspectives. The findings revealed that CTEM addresses these four core functions in a holistic manner; however, individual development appears to be at the center of CTEM, which seeks to foster individuals' intellectual, emotional, moral, and aesthetic dimensions, supporting them comprehensively through elements such as critical thinking, creative problem-solving, and value-based approaches. Although the frequency distributions and graphical analyses did not show sharp quantitative differences among the four dimensions, both the Core Text and teacher perspectives consistently placed stronger emphasis on individual development. Teachers frequently highlighted themes such as personalized learning, talent discovery, and socio-emotional support, while the official document repeatedly foregrounded intellectual, emotional, moral, and aesthetic aspects. Thus, the interpretation of individual development as central rests not on numerical dominance but on the qualitative intensity and salience of references across data sources.

According to teachers' perspectives, CTEM adopts an approach that prioritizes individual development. While frequency counts were calculated during coding, most of them were very low (one or two instances), which limits their suitability for comparative interpretation. Therefore, frequency data were used only descriptively to illustrate the presence of themes, while the interpretation relied primarily on thematic patterns and direct teacher quotations that provide richer insights. One teacher emphasized this by stating, "*The model allows each student to progress at their own pace,*" highlighting the opportunity for personalized learning. This approach aligns with findings that demonstrate the positive impact of individualized learning models on student achievement (Tomlinson, 2001; Aypay, 2020). Similarly, the Core Text supports this approach with the statement, "*By allowing each student to recognize and explore their identity... free learning environments have been expanded.*"

Addressing sensitivity to individual needs, another teacher remarked, "*It's a model that appeals to every type of student.*" This aligns with the core text's assertion: "*Knowledge, skills, dispositions, and values are addressed by being reinforced with talents, interests, needs, and individual differences.*" Regarding student self-expression, one teacher noted, "It enables students to express their emotions freely," which corresponds with the core text's statement: "*Language is considered a key tool for students to make sense of themselves and others.*"

Regarding critical thinking, one teacher stated, "*It instills critical thinking*." This emphasis aligns with research highlighting the pivotal role of critical thinking—one of the key 21st-century skills—in fostering holistic individual development (Argon & Selvi, 2011). CTEM Core Text supports this objective with the statement, "*Raising generations who think critically, solve problems, and make decisions is among the core principles of our education system*." Another teacher pointed out, "*Focusing on process evaluation increases the effectiveness of individual functions*," referring to the model's process-oriented approach. The Core Text reinforces this by stating, "*Process- and situation-based assessment and evaluation approaches are included*."

One teacher remarked, "*I believe it is particularly effective in revealing students' talents*," expressing a view that supports CTEM's emphasis on discovering individual potential. This perspective aligns with learner-centered curricula that prioritize students' interests and abilities (Varış, 1991; Güneş, 2020). The CTEM text reflects this approach with the statement, "*The model aims to help students discover their areas of interest and develop their talents*." Regarding social-emotional development, a teacher commented, "*Children participate in activities with a sense of self-confidence*." This observation corresponds with the CTEM statement, "*Social-emotional learning skills are an essential component of all courses*." The significance of these skills in the learning process is frequently emphasized in the literature (Durlak et al., 2011; Güleç & Alkış, 2022).

However, some teachers expressed concerns about CTEM's feasibility. One teacher stated, "*With the current system, it is not possible for students to discover themselves; the physical conditions are inadequate*." This view aligns with research emphasizing that implementer capacity and resource adequacy are critical for the success of educational reforms in the field (Fullan, 2007; Gündoğdu & Tekin, 2023). CTEM offers a solution-oriented approach by stating, "*Flexibility will be provided through lesson hours that can be allocated according to needs for each course*." Another teacher remarked, "*All children are equal, but regional differences have not been considered*." CTEM addresses this issue with the statement, "*Local and regional educational needs will be taken into account*."

Teacher views on the social function of CTEM revolve around themes such as social responsibility, the transmission of cultural values, cooperation, and social awareness. One teacher emphasized fostering social consciousness by stating, "*It provides the necessary opportunities for the student to realize they are part of society and become a beneficial individual to the community*." This is supported in the Core Text by the sentence, "*The goal is to raise individuals who act with social awareness*." In this context, education should not only focus on individual development but also instill the responsibility of producing social benefit (Durkheim, 2012; Hoşgörür & Taştan, 2012b). Highlighting the aspect that encourages socialization, one teacher commented, "*It raises students to be more social individuals*." The Core Text defines this aim as, "*The development of students' social-emotional skills is a fundamental component of educational programs*." Socialization is one of the most important educational processes that enable the individual to integrate with society (Tezcan, 1991).

The topic of social responsibility is highlighted by a teacher's view stating, "*The aspect of preparing students for social life through social responsibility projects is positive*." This aspect is explained in the Core Text with the statement, "*Community-beneficial activities are supported through the social responsibility program*." Social responsibility education is one of the fundamental tools that strengthen social cohesion (Özdemir & Atmaca, 2022). In the context of virtue and value transmission, a teacher noted, "*There is a strong emphasis on virtue and values in the program*." This directly aligns with CTEM's foundation, expressed as "*The Virtue-Value-Action framework forms the basis of the program*." Value education guides students in their social lives (Kıncal & Kartal, 2015). This aspect of CTEM, which centers on individual development, is consistent with Ülçay's (2024) work emphasizing the holistic development of students' intellectual, emotional, and moral capacities.

Regarding collaboration, one teacher stated, "*The Educational Model develops students' ability to collaborate through group work*," while the Core Text includes the statement, "*It aims to raise individuals who collaborate and are open to communication*." Collaborative learning is an important tool for fostering empathy and understanding in social life (Johnson & Johnson, 2004). Concerning the transmission of cultural heritage, a teacher expressed, "*It is very important for passing cultural heritage to new generations*." This aspect is reflected in the core text by the sentence, "*The transmission of national culture to future generations is targeted*." Cultural continuity is one of the fundamental social functions of education (Sönmez, 1991).

Regarding social norms, one teacher commented, "*I think it is successful in understanding and perceiving the norms and cultural values of our society*." The Core Text addresses this goal with the statement, "*It aims to raise individuals with social consciousness and a sense of social responsibility*." This approach highlights the role of education in the sustainability of social order (Aybek, 2007). While one teacher shared the perspective, "*We struggle a lot with implementation because it is not functional*," the core text responds to this criticism with, "*Flexibility will be provided according to local needs in the implementation of curricula.*" In this context, the localization of education policies is crucial for the effective implementation of programs (Sahlberg, 2011).

Additionally, the teacher's perspective stating, "*An honest citizen is a moral individual. Therefore, an honest society is a moral society*," aligns with the Core Text's statement, "*With the understanding that a moral individual shapes a moral society, individual development will influence the social structure*." Moral education is indispensable for the healthy development of social structures (Kohlberg, 1981).

Economic and political functions are less emphasized yet fundamental components of CTEM. According to teacher perspectives, CTEM aims to develop a qualified workforce, enhance productivity, foster a savings consciousness, and provide

vocational guidance within the scope of its economic functions. One teacher stated, "*The goal is to achieve quality production by training qualified personnel. If this is realized, it will make a significant contribution to the economy.*" The core text emphasizes this objective with the sentence, "*Training qualified human resources, increasing productivity, and supporting economic development are fundamental goals.*" A qualified workforce plays a strategic role in the transition to the knowledge economy (Castells, 2000; Tunalı, 2019).

Regarding vocational guidance, one teacher stated, "*I find it positive that students are being prepared for their future professional roles, career choices, and vocational training.*" The Core Text addresses this with the statement, "*Priority will be given to vocational and technical education to enable early workforce orientation.*" Education-employment alignment is a prerequisite for the success of economic functions (Yıldız, 2006, Ünsal & Gökdaş, 2020). On the theme of productivity, a teacher emphasized, "*The Educational Model supports productivity by providing students the opportunity to engage in the process of creating a product through 'Production Workshop' activities.*" This aspect of the model is described as, "*Production-focused skills will be supported through workshop applications.*" The integration of education and production is essential for sustainable development (Ertürk, 1979).

Regarding savings awareness, one teacher stated, "*It distinguishes between saving and stinginess.*" The Core Text supports this approach with the statement, "*Values of saving, responsibility, and sharing have been integrated into the curriculum.*" Financial awareness, when developed at an early age, guides lifelong economic behaviors (Lusardi & Mitchell, 2014). Concerning financial literacy, a teacher remarked, "*Even if financial literacy is not present, courses aiming to foster this awareness should be incorporated into the curriculum or the model.*" The common text addresses this by stating, "*Themes of financial literacy and economic awareness are included among the new elective courses.*" This theme is directly related to individuals' economic citizenship skills in modern economies (Remund, 2010).

Regarding productivity, one teacher stated, "*I believe it will ensure productivity.*" This perspective aligns with the Common Text's sentence, "*Individual production processes based on productivity are prioritized.*" Learning environments focused on productivity also support entrepreneurial skills (Kuratko, 2005). From the perspective of economic equality, a teacher expressed, "*Ensuring equality for everyone is economically positive.*" This aspect of CTEM is explained as, "*The principle of equal opportunity will guarantee everyone's right to education and economic participation.*" Equality of opportunity in education is a fundamental aspect of social justice (Rawls, 1971).

However, some teachers indicated that CTEM struggles to fulfill this function at the implementation level. One teacher stated, "*The model is far from achieving its economic functions because even in education, the savings approach is the priority within the Ministry of National Education bureaucracy.*" In response to such criticisms, the Core Text states, "*The sustainability of the system will be ensured through the effective and equitable use of resources.*" System sustainability is only possible through fair distribution of resources (OECD, 2012).

Teacher perspectives on the political functions of CTEM have focused on themes such as citizenship awareness, the acquisition of democratic values, the development of leadership skills, and the formation of national identity. One teacher stated, "*It effectively develops citizenship awareness,*" highlighting the model's contribution to civic education. In the Core Text, this goal is defined as "*The development of citizenship awareness and the cultivation of individuals committed to democratic values are targeted.*" Citizenship education is indispensable for the sustainability of democracy (Kerr, 1999).

In the context of democratic values, one teacher stated, "*By providing democracy education, the aim is to foster citizenship awareness and political participation.*" This aligns with the statement, "*It is aimed to include concepts such as democracy, human rights, and the rule of law.*" Democratic educational environments aim not only to impart knowledge but also to instill values (Gutmann, 1999). Regarding political participation, a teacher noted, "*Individuals actively participate in these processes,*" which parallels the statement, "*Courses such as social studies, history, and revolution history aim to raise political awareness.*" Political literacy is a fundamental quality of the modern citizen (Galston, 2001).

Regarding leadership tendencies, one teacher stated, "*Leadership qualities are emerging.*" The Core Text reflects this by stating, "*Contents aimed at training society's leader individuals are included.*" Leadership in education increases an individual's capacity for social participation (Leithwood & Jantzi, 2005). Additionally, a teacher's perspective that "*Since the model supports critical thinking… it also supports participation in democratic processes*" directly relates to the statement, "*It is aimed to create an educational environment that supports critical thinking.*" Critical thinking is a fundamental skill in the development of individuals within democratic societies (Brookfield, 1987).

Regarding national identity and values, one teacher stated, "*I find it sufficient in imparting national values, fostering a sense of nationhood, and even raising leaders.*" This view is reflected in CTEM with the statement, "*Emphasis is placed on content that strengthens national identity.*" Education on national identity enhances an individual's sense of social belonging (Smith, 1991). Additionally, a teacher's perspective that "*The Educational Model is structured to both preserve local identity and prepare students for a globalized world*" is supported by the sentence, "*Developing an understanding of tolerance toward different cultures and communities ensures social integration.*" Education should cultivate both national and global citizenship awareness (Banks, 2008).

Some teachers, however, emphasized that CTEM does not fully fulfill its political functions. The statement, "*Although it includes many aspects in terms of political functions, it remains insufficient in fully implementing them*," draws attention to gaps at the implementation level. In response to this critique, the official document states, "*The extent to which these functions are realized requires application- and outcome-oriented analysis*." The effectiveness of citizenship education depends on practice-based teaching methods (Demirbolat, 2019). Additionally, a teacher's remark, "*The social science courses in education are completely ideological anyway, and their functionality is at the highest level*," reflects a perception regarding CTEM's ideological nature. The official document counters this perception with the clarification, "*The model is not designed to promote any particular political ideology*." Ideological neutrality in education is crucial for the development of critical thinking (Apple, 2004).

When evaluated in comparison with previous curriculum reforms, CTEM can also be seen as a response to certain gaps that remained unresolved. For example, the constructivist curriculum of 2005 and the skills-based revisions of 2017 emphasized learner-centered approaches and competencies, yet they were often criticized for limited attention to value-based education, insufficient integration of socio-emotional skills, and inadequate mechanisms for local adaptation. Teachers also reported that the earlier reforms did not sufficiently address the connection between education and labor market needs. CTEM, by incorporating the Virtue-Value-Action framework, explicit social-emotional learning objectives, and provisions for flexibility at the local level, attempts to fill these gaps. This shift suggests that the new model is not only a continuation but also a corrective step in Turkish curriculum policy. Nevertheless, whether these promises can be realized depends heavily on implementation capacity, resource allocation, and long-term sustainability. Therefore, a balanced policy analysis requires recognizing both the innovative dimensions of CTEM and the structural constraints that may hinder its effectiveness.

In conclusion, CTEM presents a structure that prioritizes the multifaceted development of the individual and aims to strengthen social values. However, according to teacher perspectives, more resources, implementation support, and local adaptations are needed for the effective application of its economic and political functions in practice. Thus, while CTEM draws attention with its ideal vision, practical challenges have also become evident. Compared to the literature, the most significant contribution of this study is that the CTEM has been evaluated through both its theoretical text and teacher experiences. In this respect, the study stands out uniquely from existing research.

Based on the research findings, the following suggestions are offered to enhance the effective implementation of CTEM:

1. Consideration of Individual Differences**:** To support the individual-centered structure of the CTEM, flexible materials and teaching strategies that address different learning styles, prioritize individual development, and consider learning speeds should be developed. Process-oriented assessment and project-based learning approaches should be widely adopted.

2. Collaboration with Families and the Community: To ensure that students internalize the social functions, school-family and school-community cooperation should be strengthened. This collaboration should go beyond mere communication with parents and be supported by activities where social values are learned through lived experiences.

3. Strengthening Economic Functions: More investment should be made in vocational and technical education; individuals should be equipped with skills suitable to contemporary needs, such as digital literacy, financial awareness, and productivity. The link between education and the labor market should be reinforced.

4. Translating Political Functions into Practice: Activities aimed at fostering democratic values should be increased; participatory management approaches, citizenship education, and awareness of rights and responsibilities should be integrated into classroom activities. School councils and project-based community participation initiatives should be supported to help students gain active citizenship roles.

5. Improving Implementation Processes: The feasibility of the model should be continuously evaluated based on teacher feedback. Flexible implementation guidelines appropriate to local conditions should be prepared by considering field obstacles such as the lack of pilot applications, regional and physical differences, class sizes, and time management.

6. Teacher Training and Involvement: To implement CTEM effectively, teachers should be continuously supported through in-service training, actively involved in implementations, and included in decision-making processes. Teachers should be encouraged to take on roles not only as implementers but also as developers.

7. Education on Values and Identity: Themes such as commitment to national, spiritual, and ethical values; historical awareness; and cultural identity should be supported in practice not only at the discourse level but also through experience-based pedagogical methods. Students should be equipped with historical empathy and critical thinking skills.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Examples of author contribution statements

First author conceived of the research idea and conducted the data collection and initial analysis. Second author supervised the research process, guided the theoretical framework, and reviewed the manuscript critically. Third author contributed to the interpretation of the findings and provided revisions to improve the final version of the manuscript. All authors discussed the results and approved the final manuscript.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

This study was approved by the Ethics Committee of Sivas Cumhuriyet University on 15.03.2024 with decision number 2024/128.

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