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FROM THE EDITOR

Dear Colleagues,

The Journal of Theoretical Educational Science is proud to inaugurate the first issue of 2026, presenting ten peer-reviewed articles that reflect the evolving landscape of educational research. This issue offers a diverse array of scholarship, spanning curriculum transformation, educational policy, the psychological dynamics of the teaching profession, and innovative instructional strategies in science and language learning.

We begin with a critical examination of curriculum and policy. Serhat Süral explores the thematic transformation within the Social Studies curriculum, questioning the alignment between changing curricula and shifting educational values. This is followed by Aysun Doğutaş, who provides a comprehensive qualitative document analysis of the evolution of educational policies for immigrant students in Turkey from 2010 to 2025, offering vital historical context to a pressing contemporary issue.

The issue then turns to the professional and social lives of educators. Yasemin Yeşibaş Övenç and Bertan Akyol utilize a mixed-method approach to investigate the intersection of teachers' social network tendencies and workplace friendships. Complementing this, Alper Uslukaya examines how perceived disciplinary and professional development barriers relate to teacher self-efficacy and classroom practices. Furthering the discussion on school climate, Ufuk Ersoy presents research on emotional leadership in school managers based on teachers' perceptions, highlighting the importance of affective leadership in educational settings.

Our focus then shifts to the learner's experience and specific instructional contexts. Mertcan Çiftkoç and Betül Altaş explore the psychological aspects of language acquisition by investigating the relationship between EFL learners' academic perfectionism and their engagement. In a similar vein, Zelal Çoban and Batuhan Selvi provide a fresh perspective on English coursebooks through the evaluations of high school students in the Turkish context.

The final section of this issue explores innovative pedagogical approaches and student perceptions in science and technology. Gamze Uslu and Erhan Ünal examine factors affecting university students' perceived learning levels in programming, a critical area in the digital age. For our younger learners, Zeynep Ergün, Esra Kabataş Memiş, Büşra Nur Çakan Akkaş, and Asiye Memiş provide a charming and insightful study titled *Tell Me about the Sky*, which captures 3rd-grade students' perceptions of the moon and celestial cycles. Finally, Merve Şahin concludes the issue by exploring digital story-based science concept teaching and its impact on reflective thinking skills in early childhood education.

We extend our sincere thanks to all contributing authors for their rigorous

scholarship, the reviewers for their invaluable time and thoughtful evaluations, and the editorial team for their continued commitment to quality. As we move into 2026, we remain encouraged by the increasing interest from scholars worldwide and invite submissions that advance the field of educational science through original, impactful research.

We hope this issue sparks productive inquiry and collaboration, and we look forward to your contributions in the upcoming volumes of the year.

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