



AFYON
KOCATEPE
UNIVERSITY

e-ISSN: 1308-1659

JOURNAL OF THEORETICAL EDUCATIONAL SCIENCES

KURAMSAL
EĞİTİMBİLİM DERGİSİ

Vol: 19 Issue: 1
Cilt: 19 Sayı:1

January 2026
Ocak 2026

KURAMSAL EĞİTİMBİLİM DERGİSİ*
Journal of Theoretical Educational Science
e-ISSN: 1308-1659

Publisher
Afyon Kocatepe University

Owner
Dr. Nusret KOCA (Dean) on behalf of Afyon Kocatepe University
Afyon Kocatepe Üniversitesi Eğitim Fakültesi Sınıf Eğitimi / Afyon Kocatepe University Faculty of Education
Primary Education
Afyonkarahisar, Türkiye
nkoca@aku.edu.tr
<https://orcid.org/0000-0002-1415-9683>

Editor-in-chief
Dr. Fatih GÜNGÖR
Afyon Kocatepe University Faculty of Education
Teaching English as a Foreign Language (TEFL)
Afyonkarahisar, Türkiye
fgungor@aku.edu.tr
<https://orcid.org/0000-0002-0800-4212>

Assistant Editor
Dr. Mehmet Ertürk GEÇİCİ
Afyon Kocatepe University Faculty of Education
Mathematics Education
Afyonkarahisar, Türkiye
megecici@aku.edu.tr
<https://orcid.org/0000-0002-5250-1419>

* **Journal of Theoretical Educational Science** is a quarterly peer-reviewed online journal.

Editorial Board Members

Dr. Ali YILDIRIM (University of Gothenburg, Gothenburg, Sweden)
University of Gothenburg Faculty of Education
Department of Pedagogical, Curricular and Professional Studies
Gothenburg, Sweden
ali.yildirim@gu.se
<https://orcid.org/0000-0001-7350-0741>

Dr. Anastasios (Tasos) BARKATSAS (RMIT University, Melbourne, Australia)
RMIT University School of Education
Mathematics Education
Melbourne, Australia
tasos.barkatsas@rmit.edu.au
<https://orcid.org/0000-0002-7936-0855>

Dr. Arlinda BEKA (University of Prishtina, Prishtina, Kosovo)
University of Pristina Faculty of Education
Department of Early Childhood Education
Prishtina, Kosova
arlinda.beka@uni-pr.edu
<https://orcid.org/0000-0002-9871-783X>

Dr. Bülent AYDOĞDU (Afyon Kocatepe University, Afyon, Türkiye)
Afyon Kocatepe University Faculty of Education
Science Education
Afyonkarahisar, Türkiye
baydogdu@aku.edu.tr
<https://orcid.org/0000-0003-1989-6081>

Dr. Duygu ÇANDARLI (University of Southampton, Southampton, United Kingdom)
University of Southampton
Teaching English as a Second Language (TESOL)
Southampton, United Kingdom
D.Candarli@soton.ac.uk
<https://orcid.org/0000-0001-9965-7835>

Dr. Fatih GÜNGÖR (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Afyon Kocatepe University Faculty of Education
Teaching English as a Foreign Language (TEFL)
Afyonkarahisar, Türkiye
fgungor@aku.edu.tr
<https://orcid.org/0000-0002-0800-4212>

Dr. Filiz KESER- ASCHENBERGER (Danube University Krems, Krems an der Donau, Austria)
University for Continuing Education Krems
Educational Sciences
Krems, Austria
filiz.keser-aschenberger@donau-uni.ac.at
<https://orcid.org/0000-0002-4661-3238>

Dr. Hatice Yıldız DURAK (Necmettin Erbakan University, Konya, Türkiye)
Necmettin Erbakan University Faculty of Education
Department of Educational Sciences / Instructional Technology
hatice.yildizdurak@erbakan.edu.tr
<https://orcid.org/0000-0002-5689-1805>

Dr. Koray KASAPOĞLU (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Afyon Kocatepe University Faculty of Education
Educational Sciences / Curriculum Design
Afyonkarahisar, Türkiye
kasapoglu@aku.edu.tr
<https://orcid.org/0000-0003-2663-2244>

Dr. Martin BÍLEK (Charles University, Prague, Czech Republic)
Charles University Faculty of Education
Department of Chemistry and Chemistry Education
Prague, Czech Republic
martin.bilek@pedf.cuni.cz
<https://orcid.org/0000-0002-1076-4595>

Dr. Mehmet Şükrü BELLİBAŞ (University of Sharjah, Sharjah, United Arab Emirates)
University of Sharjah, Leuphana University of Lüneburg, Adıyaman University
Institute of Leadership in Higher Education and Department of Education
Sharjah, United Arab Emirates
<https://orcid.org/0000-0003-1281-4493>

Dr. Murat PEKER (Afyon Kocatepe University, Afyon, Türkiye)
Afyon Kocatepe University Faculty of Education
Mathematics Education
Afyonkarahisar, Türkiye
peker@aku.edu.tr
<https://orcid.org/0000-0002-1474-6837>

Dr. Sedat GÜMÜŞ (The University Education of Hong Kong, Hong Kong)
The University Education of Hong Kong
Department of Educational Policy and Leadership
Hong Kong
<https://orcid.org/0000-0003-0453-3341>

Advisory Board Members for Internal Affairs

- Dr. Ahmet Ali GAZEL (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Ahmet Murat UZUN (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Ali GÖÇER (Erciyes University, Kayseri, Türkiye)
Dr. Bülent AYDOĞDU (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Demet YAYLI (Pamukkale University, Denizli, Türkiye)
Dr. Fatih GÜNGÖR (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Fidan GEÇİCİ (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Gülay EKİCİ (Gazi University, Ankara, Türkiye)
Dr. Gürbüz OCAK (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Mehmet KOÇYİĞİT (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Murat PEKER (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Nuray KURTDEDE FİDAN (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Özgün UYANIK-AKTULUN (Afyon Kocatepe University, Afyonkarahisar, Türkiye)
Dr. Selçuk Beşir DEMİR (Fırat University, Elazığ, Türkiye)
Dr. Süleyman YAMAN (Ondokuz Mayıs University, Samsun, Türkiye)
Dr. Yüksel DEDE (Gazi University, Ankara, Türkiye)

Abstracting and Indexing



[ERIC](#)



[ULAKBİM TR Dizin](#)



[EBSCO](#)



[ERIH Plus](#)



[Türk Eğitim İndeksi \(TEİ\)](#)



[SOBIAD](#)



[H. W. Wilson](#)

Redactions

Assoc. Prof. Dr. Fatih GÜNGÖR

Copy Editor (Reference and Citation Formatting)

Selim ŞİŞMAN

English Language Editor

Sinem BAL

Address

Afyon Kocatepe Üniversitesi, Eğitim Fakültesi, A.N.S. Kampüsü, 03200 Afyonkarahisar, Turkey

Tel: +90 272 2281418

e-mail: editorkebd@gmail.com

CONTENTS

Serhat Süral	Research Article	
Changing Curriculum, Changing Values? Thematic Transformation in Social Studies Curriculum.....		1-24
Aysun Doğutaş	Research Article	
The Evolution of Educational Policies for Immigrant Students in Turkey (2010–2025): A Qualitative Document Analysis.....		25-49
Yasemin Yeşibaş Övenç, Bertan Akyol	Research Article	
Teachers' Social Network Tendency and Workplace Friendship: A Mixed-Method Study.....		50-76
Alper Uslukaya	Research Article	
Relationships of Teacher' Perceived Disciplinary and Professional Development Barriers with Self-Efficacy and Teaching Practices.....		77-97
Mertcan Çiftkoç, Betül Altaş	Research Article	
The Relationship between EFL Learners' Academic Perfectionism and Their Foreign Language Engagement.....		98-122
Gamze Uslu, Erhan Ünal	Research Article	
Examining the Factors Affecting University Students' Perceived Learning Levels in Programming.....		123-145
Ufuk Ersoy	Research Article	
Emotional Leadership in School Managers According to Teachers' Perceptions.....		146-164
Zeynep Ergün, Esra Kabataş Memiş, Büşra Nur Çakan Akkaş, Asiye Memiş	Research Article	
Tell Me about the Sky: Night, Day and the Phases of the Moon through the Eyes of 3rd Grade Primary School Students.....		165-184
Zelal Çoban, Batuhan Selvi	Research Article	
A New Perspective on English Coursebooks: High School Students' Evaluations in the Turkish Context		185-215
Merve Şahin	Research Article	
Digital Story-Based Science Concept Teaching and Reflective Thinking Skills for Early Childhood Education.....		216-231

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.

Fatih GÜNGÖR, PhD

Afyon Kocatepe University

Faculty of Education

fgungor@aku.edu.tr

<https://orcid.org/0000-0002-0800-4212>