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<https://kerjournal.com/>**An Examination of School Principals' Views on Their Competencies in Monitoring and Evaluating Learning and Teaching Processes Within the Framework of the Turkey Century Education Model¹**Dere Kutanoğlu² - Prof. Dr. Cem Tuna³

Abstract: Transformations in education systems are redefining the roles of school administrators and reshaping their duties and responsibilities. In particular, the monitoring and evaluation of learning-teaching processes have become a critical area requiring school principals to assume more active roles. This study aims to examine school principals' views on their competencies in monitoring and evaluating learning-teaching processes within the framework of the Turkey Century Education Model and to reveal the impact of these competencies on the quality of educational processes.

Phenomenology, one of the qualitative research methods, was used in this study. The study group consisted of school principals working in Rize during the 2025–2026 academic year. Interview questions were prepared for the study, and interviews were conducted with 11 school principals. The data obtained through the interviews were categorized and organized into themes; they are presented in tables where appropriate and as dialogues in other sections. Some of the research findings are as follows: School principals conducted evaluations in the form of classroom observation and direct monitoring, plan- and document-based monitoring, guidance- and development-focused monitoring, and process-focused and student-centered monitoring. The findings indicate that school principals' levels of knowledge and awareness regarding the directive vary. It was observed that school principals carried out activities related to information sharing, planning, supervision, collaboration, feedback, and administrative arrangements; however, in some schools, no such activities were conducted. The study found that when monitoring and evaluating teaching and learning processes, school principals identified teachers' strengths and weaknesses by considering the monitoring of the teaching process, indicators in the monitoring area, assessment and evaluation, and teacher competencies. It was concluded that when evaluating teachers, school principals took into account criteria included in indicators such as student achievement, classroom management,

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communication skills, student participation, and use of materials.

Keywords: TCEM, School Principals, Teaching and Learning Processes, Administrative Competencies, Monitoring and Evaluation

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1. INTRODUCTION

The innovations and developments demanded by the modern era are affecting all areas of life, including education systems, and such changes in curricula are inevitable (Kırçıl and Sağır, 2025). For a dynamic and diverse society like Turkey's, it is therefore crucial to reshape the education system and adapt it to the needs of the times. It is precisely at this juncture that the Turkey Century Education Model (TCEM) has taken its place at the forefront of transformation in the Turkish education system. While the TCEM presents a vision that inspires excitement about Turkey's future in education, it also represents a bold step toward becoming a global leader in education (Ülçay, 2024).

Today, the rapid transformation in education systems is taking place not only in curricula but also in the way schools are managed and in the roles of school administrators.

In parallel with the changing structure of schools today, there are shifts in school principals' authority, responsibilities, staff evaluation, policy formulation, participation in decision-making, roles, and so on, and expectations are evolving (Balyer, 2012). For schools to effectively fulfill their duties, in addition to effective management, school principals also have important roles and responsibilities (Can, 2022). The competencies of school administrators and their professional development contribute positively to student achievement (Akbaba-Altun and Çakan, 2008).

TCEM, which aims for a skills-based, process-oriented, and holistic approach to education, is based on a pedagogical philosophy in which students are active participants and teachers serve as guides, and the learning process is continuously monitored and refined (MEB, 2025). Within this framework, monitoring, evaluating, and providing guidance regarding the implementation of TCEM curricula by teachers in the classroom is crucial for identifying teachers' professional development needs and ensuring sustainable school development (MEB, 2025). Guidelines regarding school administrators' responsibilities for monitoring and evaluating educational processes were published in the Official Gazette in April 2025.

Teachers' classroom activities and instructional practices are monitored and evaluated to contribute to their individual and professional development and to create a high-quality

educational environment for students (MEB, 2025). The purpose of monitoring and evaluation is to identify teachers' areas of weakness and address their professional development needs.

Additionally, it aims to discover teachers' strengths, enhance collaborative professional learning among teachers, and ensure sustainability in school development (MEB, 2025).

1.1. The Importance of the Research

The monitoring and evaluation of learning and teaching processes is not limited to measuring student achievement but represents a multidimensional structure that encompasses all components of the process. This process involves tracking students' cognitive, affective, and social development; evaluating the effectiveness of teaching methods and techniques; and reorganizing the educational process based on the data obtained. In this context, the competencies possessed by school principals are of great importance both in guiding teachers' practices and in improving the quality of education and instruction (MEB, 2025).

The extent to which school principals effectively implement teaching and learning processes in practice, and how they perceive their own competencies in this regard, emerges as an important research topic. In particular, the successful implementation of the changes envisaged in education under the TCEM is closely linked to school principals' ability to adapt to these changes. Therefore, examining school principals' views on their competencies in monitoring and evaluating learning and teaching processes is important both for identifying the current situation and for contributing to the development of educational policies.

The findings of this study will contribute to the field of educational administration, facilitate the development of practical recommendations, and lay the groundwork for more realistic and effective regulations for both practitioners and policymakers. The extent to which school principals participate in teaching and learning processes will be more concretely identified, thereby helping to pinpoint their strengths and areas for improvement. Furthermore, increasing awareness regarding the monitoring and evaluation of teaching processes is crucial for taking more informed and systematic steps toward improving educational quality.

1.2. Research Question

What is the current status of school principals' competencies in monitoring and evaluating learning and teaching processes in line with the Turkey Century Education Model, and what are their views on these competencies?

1.3. Research Objective

The purpose of this study is to identify the competencies of school principals working in Rize Province regarding the monitoring and evaluation of learning and teaching processes within the framework of the TCEM and to examine their views on these competencies. In line with this purpose, the study sought to answer the following questions:

1. As a school principal under the TCEM framework, could you describe how you monitor teachers' learning and teaching processes?
2. What do you know about the "Guidelines on Monitoring, Evaluating, and Developing Teachers' In-Class Activities and Instructional Practices"? What are your views on these guidelines?
3. Since the relevant guideline went into effect, what steps has your school taken to monitor and evaluate teachers' teaching and learning processes? Could you briefly describe this process?
4. What criteria do you consider when monitoring and evaluating teaching and learning processes? How do you identify teachers' strengths and areas for improvement?
5. What kind of feedback do you provide to teachers following the monitoring and evaluation process? What are your thoughts on the contribution of this process to teachers' professional development?
6. As a school principal, how do you evaluate the collaboration you've maintained with department chairs and other relevant stakeholders during this process?
7. What challenges do you face when monitoring and evaluating teaching and learning processes under the TCEM framework?
8. To what extent do you consider yourself competent in monitoring, evaluating, and improving teachers' teaching and learning processes? Why?
9. What recommendations do you have to ensure that monitoring and evaluation activities under the TCEM framework are implemented more effectively and to enhance school principals' competencies in this area?

1.4. Research Assumptions

It is assumed that the responses provided by the participating school principals to the questions in the interview form were sincere and unbiased. It is assumed that the methods used in data

collection and analysis are suitable for achieving the study's objectives. It is assumed that the interview questions, designed to assess school principals' competencies in monitoring and evaluating teaching and learning processes within the TCEM framework, are significant.

1.5. Scope and Limitations of the Study

This study is

1. is limited to the views of 11 school principals working at the selected schools.
2. Covers the 2025–2026 academic year and is limited to these years.
3. Its findings are limited to the sources obtained.
4. It was conducted in randomly selected public schools within Rize Province.
5. The data are limited to the interview questions prepared by the researcher.

2. METHOD

This section of the study covers the research model, the research group, data collection tools, the data collection process, and data analysis.

2.1. Research Model

In this study, a qualitative research method was used to gain an in-depth understanding of school principals' views regarding their competencies in monitoring and evaluating teaching and learning processes within the scope of TCEM.

Qualitative research is a method that examines the research problem comprehensively within its natural setting, frequently uses observation and interviews as data collection tools, and offers the opportunity to deeply explore people's emotions, thoughts, and attitudes (Çakıcı, 2007). Qualitative research is an approach that aims to investigate and understand social phenomena within their context (Şimşek and Yıldırım, 2011).

The phenomenological design was adopted as the qualitative research design. Phenomenology is a design that reveals the shared meaning of several individuals' experiences related to a phenomenon or a specific concept. The aim of this design is to understand the essence of the experiences of individuals who deeply live through a specific phenomenon (Yıldırım and Şimşek, 2016).

2.2. Research Sample

In this study, school principals serving in Rize Province during the 2025–2026 academic year were selected as participants. Eleven school principals participated in this study to collect qualitative data.

The necessary permissions for this study were obtained by submitting an application to the RTEU Ethics Committee for Political and Human Sciences. The school principals participating in the study were selected on a voluntary basis through interviews conducted with them.

In this study, criterion sampling—one of the sampling methods—was used. In criterion sampling, the criteria are determined by the researcher, and all cases that meet these criteria are examined (Marshall and Rossman, 2014: 92).

Table 1. Demographic Information on Participants

Gender	Frequency(f)	Percentage (%)
Female	2	18
Male	9	82
Total	11	100
Age	Frequency(f)	Percentage (%)
25-30	0	0
31-35	1	9
36-40	3	28
41-45	2	18
46+	5	45
Total	11	100
Edicational Status	Frequency(f)	Percentage (%)
Bachelor's Degree	1	9
Graduate	10	91
Total	11	100
School Administration Term of Office	Frequency(f)	Percentage (%)
1-3 Yıl	1	9
4-6 Yıl	3	27
7-9 Yıl	3	27
10+	4	37
Total	11	100
School Type	Frequency(f)	Percentage (%)
Preschool	0	0
Elementary School	4	37
Middle School	1	9
High School	3	27
Other	3	27
Total	11	100

Demographic information regarding the study participants is presented in Table 1. Upon examining the table, it is observed that the study group consists of 11 school principals, of whom

2 are women and 9 are men. One participant is in the 31–35 age range, 3 participants are in the 36–40 age range, 2 participants are in the 41–45 age range, and the remaining 5 participants are 46 years of age or older. Of the 11 school principals in the study group, 1 holds a bachelor's degree, while 10 hold graduate degrees. The length of service of the participants as school principals is as follows: 1 participant has served for 1–3 years, 3 participants for 4–6 years, 3 participants for 7–9 years, and 4 participants for 10 years or more. In line with the study's objective, participation was limited to all volunteers who met the criteria of being a school principal and working in schools within public institutions. Four of the participants work in elementary schools, one in a middle school, three in high schools, and three in other institutions. Following the demographic information presented in numerical and percentage terms, the detailed demographic information for the group of teachers is provided in Table 2.

Table 2. Detailed demographic information on the participants

Participant	Gender	Age	Education Level	Role Duration	School Type
OM1	Male	31-35	Graduate	4-6 Yıl	High School
OM2	Male	36-40	Graduate	7-9 Yıl	Other
OM3	Male	46 +	Graduate	10 +	Elementary School
OM4	Male	36-40	Graduate	4-6 Yıl	Other
OM5	Male	41-45	Graduate	7-9 Yıl	Elementary School
OM6	Female	46 +	Graduate	10 +	Middle School
OM7	Male	41-45	Graduate	1-3 Yıl	Elementary School
OM8	Male	46 +	Graduate	10 +	Elementary School
OM9	Male	46 +	Graduate	7-9 Yıl	High School
OM10	Male	46 +	Graduate	10 +	High School
OM11	Female	36-40	Undergraduate	4-6 Yıl	Other

2.3. Data Collection Tools

As part of the research, a semi-structured interview form was developed to gather school principals' views on competencies related to monitoring and evaluating learning and teaching processes within the TCEM framework. This interview form, which included open-ended questions, was reviewed by four experts in educational administration and pilot-tested with two school principals who were not part of the research. The final version of the interview form, consisting of 9 questions and revised as necessary, was used during the research process.

The interview is one of the research methods frequently used in the social sciences (Gelen, 2007). The purpose of the interview technique, which is utilized in qualitative research, is to reveal the

perspectives of the interviewees. Therefore, gaining in-depth insights by understanding the interviewees' worlds of meaning, emotions, and thoughts is fundamental to this technique (Kuş, 2012). The interview is an important data collection tool used to uncover what lies within people's emotions and thoughts (Ekiz, 2003).

Interview questions were posed to school principals working in public schools in Rize Province. Participants were asked to answer the questions honestly. The real names of the school principals who participated in the study were not used, and the study was conducted in accordance with the principle of confidentiality.

The request for permission to use the semi-structured data collection instrument was deemed ethically appropriate by the Ethics Committee for Social and Humanities Sciences at Recep Tayyip Erdoğan University, as per Decision No. 2026/159 dated April 15, 2026.

2.4. Data Collection Process

Before administering the “semi-structured interview form,” appointments for the interviews were scheduled by contacting participants by phone or in person. At the beginning of each interview, participants were provided with brief information about the research content and purpose, and their consent was obtained regarding whether they would voluntarily participate. In addition to in-person interviews, some were conducted via telephone and the internet. The researcher recorded the participants’ responses to the questions posed by taking written notes for each question. In accordance with ethical guidelines, the personal information of the participants was kept confidential. The participating school principals were coded as OM1, OM2, OM3, OM4, OM5, OM6, OM7, OM8, OM9, OM10, and OM11.

To ensure the validity of the study, emphasis was placed on establishing a relationship of trust with the research group; participants were asked to verbally confirm and sign an interview consent form indicating their voluntary participation. The names of the participants and the institutions where they work have not been disclosed. Participants were assured that their responses to the questions would be kept confidential.

2.5. Data Analysis

As part of this research, a study was conducted to examine school principals’ views on their competencies in monitoring and evaluating learning and teaching processes within the scope of the TCEM.

As a qualitative study, the data obtained from the collected opinions were analyzed. Content analysis was used to analyze the data obtained from the research. The process involved in content analysis is to group similar data under specific concepts and themes and to interpret them by organizing them into a comprehensible structure (Yıldırım and Şimşek, 2011). Tables were created from the data deemed significant, which was obtained from the semi-structured interview form administered to school principals. Based on the data, coding was performed and categories were established. These categories were presented in tabular form; the data in the tables were directly linked to quotes from the school principals, and interpretations were provided. The results were quantified by determining how frequently each category recurred. The purpose of quantifying the data was to increase the reliability of the results, reduce bias and error, and compare the identified categories (Yıldırım and Şimşek, 2005).

3. FINDINGS

In this section, the analysis and interpretation of the qualitative data obtained through the semi-structured interview form administered to school principals are presented in line with the research objective. Since the questions in the interview form were open-ended, the principals' views were also utilized during the analysis, and interpretations were made based on these views. The analysis and interpretations are presented based on the sub-problems in line with the research objective.

3.1. Findings Regarding the First Question Asked of School Principals

The school principals participating in the study were asked how they, as school principals within the scope of TCEM, monitored teachers' teaching and learning processes, and their views and thoughts on the matter were gathered. Based on the responses provided, categories were identified; the data were quantified according to their alignment with these categories, and the resulting findings are presented in Table 3.

Table 3. Opinions Regarding the First Question Asked of School Principals

Category	Participant Code	Frequency (f)	Percentage (%)
In-class observation and direct monitoring	OM1, OM4, OM5, OM6, OM8, OM9, OM11	7	63,63
Plan- and document-based monitoring	OM2, OM3, OM4, OM6, OM7, OM10	6	54,54
Guidance and development-focused monitoring	OM5, OM11	2	18,18
Process-oriented and student-centered monitoring	OM6	1	9,09

When examining the school principals' views in Table 3 regarding the question, "As a school principal within the TCEM framework, could you describe how you monitor teachers' teaching and learning processes?" "In-Class Observation and Direct Monitoring" ranked first with a rate of 63.63% and a frequency of $f=7$. This response was followed, in order, by "Plan-and Document-Based Monitoring" at a rate of 54.54% and a frequency of $f=6$; "Guidance and Development-Focused Monitoring" at a rate of 18.18% and a frequency of $f=2$; and "Process-Oriented and

Student-Centered Monitoring” at a rate of 9.09% and a frequency of $f=1$.

Some examples taken from the school principals’ interviews that support the findings from Table 3 are presented below:

Process-oriented and student-centered monitoring:

(OM6) *I adopt a process-oriented approach. I review the structure of teachers' lesson plans to ensure they align with the model's "skill-based" and "values education" focus, and I provide feedback by observing student engagement and interdisciplinary connections firsthand during in-class activities.*

In-class observation and direct monitoring:

(OM8) *During lesson observations, I sought to observe the work they were doing within the school.*

(OM9) *I inform the subject teacher beforehand. I enter the classroom with the teacher. I make observations regarding the learning processes. I determine the levels of assessment. At the end of the class, I leave the classroom with the teacher.*

Guidance and development-oriented monitoring:

(OM11) *As the school principal, I approach the monitoring of teaching and learning processes not solely as an inspection but within a development-oriented framework. I can say that the model has not yet been systematically established by teachers, and considering the student profile and levels specific to our school type, I regularly monitor our teachers' classroom practices, student engagement, and progress based on learning outcomes. Through classroom observations, I examine the methods and techniques teachers use, student participation, and the learning environment firsthand. I support these observations with constructive feedback. As the system encourages, I prioritize ensuring that learning is not limited to the classroom by promoting out-of-school learning environments and activities.*

Plan- and document-based monitoring:

(OM2) *I conduct inspections using the updated inspection forms and presentation guides... The failure to maintain learning outcome or behavior assessment scales—which teachers are required to fill out to ensure objectivity—also leaves us in the dark during inspections.*

3.2. Findings for the Second Question Addressed to School Principals

The school principals who participated in the study were asked what they knew about the Guidelines on Monitoring, Evaluating, and Developing Teachers' In-Class Activities and Instructional Practices, as well as their opinions regarding these guidelines, and their views and thoughts on the subject were gathered. Based on the responses provided, categories were identified; the data were quantified according to their alignment with these categories, and the resulting findings are presented in Table 4.

Table 4. Opinions regarding the second question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Knowledge and awareness regarding the guidelines	OM1, OM3, OM11	3	27,27
Purpose and function of the guideline	OM5, OM6, OM8, OM11	4	36,36
Opinions regarding the implementation process	OM2, OM8, OM9, OM10, OM11	5	45,45
Criticisms regarding the system and structure	OM6, OM9, OM10, OM11	4	36,36
Evaluation Approach	OM2, OM5, OM11	3	27,27

Table 4: “What do you know about the ‘Guidelines on Monitoring, Evaluating, and Developing Teachers’ In-Class Activities and Instructional Practices?’” When examining school principals’ views regarding the question, “What are your views on this guideline?” the category “Views on the Implementation Process” ranked first with a percentage of 45.45% and a frequency of $f=5$. Following this view, the categories “Purpose and Function of the Guideline” and “Criticisms Regarding the System and Structure,” with a percentage of 36.36% and a frequency of $f=4$, followed in second place; and the categories “Knowledge and Awareness Regarding the Guideline” and “Evaluation Approach,” with a percentage of 27.27% and a frequency of $f=3$, ranked last. Some of the participants’ views on this topic are as follows:

(OM1) *I have reviewed the guidelines in general and am implementing them.*

(OM3) *I know there are 8 monitoring areas. I know that internal evaluation is conducted by the school principal, department chair, and advisor teacher, while external evaluation is conducted by ministry inspectors and education inspectors. I know there are indicators and that we need to identify strengths and weaknesses. I haven’t started implementing it yet.*

(OM5) *I know that the guideline in question aims to systematically monitor, evaluate, and improve teachers’ classroom practices. The guideline offers an important approach in that it focuses on guidance and professional development rather than mere oversight. Within this framework, the goal is to provide teachers with regular feedback, share best practices, and continuously improve teaching processes. Overall, I view the guideline as a positive regulation that enhances the quality of education in schools, strengthens collaboration, and supports teachers’ professional development.*

(OM11) Frankly, I view this guideline as an important regulation designed to monitor and develop teachers' classroom work in a more systematic manner. The process includes both internal school monitoring—with the principal and subject departments involved—and an external guidance component. Additionally, by establishing a more standardized structure based on specific criteria and forms, the aim is to prevent arbitrary practices. Personally, I believe this guideline is a sound initiative. If implemented properly, it will make the teacher's work visible to us and provide concrete data. It will also help teachers identify their own shortcomings and areas for improvement. It is also an important tool for assessing how well the "Turkey Century Education Model" is reflected in the classroom. However, the most critical point here is the manner of implementation. If this process devolves into merely filling out forms or creates pressure to evaluate the teacher, it strays from its purpose. If it makes the teacher feel as though they are being monitored, this can negatively impact the natural flow of the classroom. That is why I believe this process must definitely be conducted with a focus on guidance. In my own practice, I use these guidelines not as a monitoring tool but as an opportunity for growth. I conduct classroom observations, but I do so not as a grading exercise, but rather as a collaborative evaluation of the process with the teacher. Afterward, I always provide one-on-one feedback. To summarize, I believe the guidelines themselves are sound, but whether they are effective depends entirely on how they are implemented in the field—that is, on our approach.

3.3. Findings for the Third Question Addressed to School Principals:

School principals participating in the study were asked to describe the initiatives they implemented in their schools following the implementation of the guideline on monitoring, evaluating, and improving teaching and learning processes, and to briefly share their experiences with this process. The results derived from the analysis of the responses are presented in Table 5.

Table 5. Opinions regarding the third question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Awareness campaign	OM2, OM5, OM8	3	27,27
Planning study	OM6	1	9,09
Audit work	OM2, OM4, OM5, OM6, OM9, OM10	6	54,54
Collaborative study	OM5, OM6, OM10	3	27,27
Feedback exercise	OM4, OM5, OM8, OM9	4	36,36
Administrative study	OM1	1	9,09

No study conducted	OM3, OM11	2	18,18
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When examining school principals' views on activities conducted to monitor and evaluate the teaching-learning process in Table 5, opinions were expressed across 7 different themes. Of these, informational activities accounted for $f=3$ (27.27%), planning activities for $f=1$ (9.09%), monitoring activities ($f=6$, 54.54%), collaboration activities ($f=3$, 27.27%), feedback activities ($f=4$, 36.36%), and administrative activities ($f=1$, 9.09%) were carried out by school principals. No activities were conducted in 2 cases ($f=2$, 18.18).

Some examples taken from the school principals' statements that support the findings obtained from Table 5 are presented below:

Information session:

(OM5) With the directive coming into effect, we made the process in our school more planned and systematic. First, we informed our teachers and shared that the process is development-oriented rather than focused on monitoring.

Planning activity:

(OM6) First, we analyzed the guidelines with the teachers' council. Then, we created monitoring schedules for each subject...

Monitoring activities:

(OM2) I conducted monitoring activities, sharing the relevant forms with my teachers in advance. I reminded my teachers of the observation forms and documents they were required to maintain. However, since our teachers have not yet fully established the system, the guidance activities we've carried out remain superficial.

Collaborative work:

(OM10) ... In addition, I participate in classroom observations and hold consultations with the subject-area teacher teams.

Administrative Activities:

(OM1) We issued directives regarding the implementation of activities in accordance with the guidelines. Teachers are carrying out these activities in this area.

Feedback activities:

(OM4) Class observations were conducted based on the indicators. I recommended that a few teachers undergo in-service training in certain areas. In the evaluation, I emphasized the teachers' strengths.

Participating school principals OM3 and OM11 stated that they have not yet undertaken any work. (OM3) *“I haven’t started implementing it yet,”* and (OM11) *“Consistency in implementation in the field has not yet been fully established.”* While some schools are implementing it more actively and systematically, in other places it is being carried out in a more limited or cautious manner. Since this is due to both its novelty and the fact that certain aspects are being debated by teachers and unions, I have not yet undertaken any work in accordance with this directive.”

3.4. Findings for the Fourth Question Addressed to School Principals:

School principals participating in the study were asked which criteria they consider in the teaching-learning process and how they identify teachers’ strengths and areas for improvement. Categories were determined based on the responses received, and the data was quantified according to their alignment with these categories. Table 6 was created based on the findings.

Table 6. Responses to the fourth question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Monitoring the teaching process	OM5, OM11	2	18,18
Indicators in the monitoring area	OM3, OM10	2	18,18
Measurement and evaluation	OM2, OM5, OM6	3	27,27
Teacher Competencies	OM1, OM4, OM5, OM6, OM9, OM10, OM11	7	63,63

In Table 6, when examining school principals’ views regarding the question, “What criteria do you consider when monitoring and evaluating the teaching-learning processes? How do you identify teachers’ strengths and areas for improvement?” “Teacher Competencies” ranked first with a percentage of 63.63 and a frequency of $f=7$. This was followed by the “Assessment and Evaluation” category, which ranked second with a rate of 27.27% and a frequency of $f=3$, while the “Monitoring the Teaching Process” and “Indicators in the Monitoring Area” categories ranked last with a rate of 18.18% and a frequency of $f=2$, respectively. Some of the participants’ views on this topic are as follows:

(OM11) ... First of all, how the teacher plans the lesson and how well it aligns with the learning outcomes is important to me. When I enter the classroom, I specifically observe how much the student participates in the lesson and whether they are active...

(OM3) The goal is to determine whether the student aligns with the indicators in the monitoring area and, through objective observation of whether they demonstrate the knowledge, skills, and competencies specified in the standards, whether their performance is sufficient, acceptable, or in need of improvement. Their strengths and weaknesses are identified based on the descriptions provided in the indicators. However, I think it would be better if principals received academic training on this subject.

(OM5) When monitoring the teaching and learning processes, I use lesson planning, student participation, the methods and techniques used, and assessment and evaluation practices as my primary criteria...

(OM1) ... I identify areas for improvement based on the teacher's classroom competence...

3.5. Findings for the Fifth Question Addressed to School Principals:

School principals participating in the study were asked how they provided feedback to teachers following the monitoring and evaluation process and what their thoughts were regarding the process's contribution to teachers' professional development. The results obtained from the analysis of the responses are presented in Table 7.

Table 7. Opinions regarding the fifth question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Meeting	OM2, OM4	2	18,18
One-on-one meeting	OM5, OM6, OM7, OM8 OM9, OM11	6	54,54
Consultation	OM10	1	9,09

When examining the school principals' views in Table 7 regarding the type of feedback they provided following monitoring and evaluation, opinions were expressed under three distinct themes. Of these, meetings (f=2, 18.18%), one-on-one interviews (f=6, 54.54%), and consultation (f=1, 9.09%) were conducted by the school principals.

Some examples taken from the school principals' statements, which support the findings from Table 7, are presented below:

(OM4) I hold a general meeting with the teachers and discuss general shortcomings...

(OM5) Following the monitoring and evaluation process, I provide our teachers with one-on-one, constructive feedback. First, I highlight their strengths, and then I share specific areas for improvement using concrete examples. I take care to conduct the process with a supportive rather than judgmental approach. I believe this approach allows teachers to express themselves more comfortably and participate in the process more willingly. Thanks to regular feedback, our teachers not only become more aware of their own practices but also demonstrate professional growth.

(OM10) Following classroom observations, the monitoring and evaluation process is reviewed together with our teachers, and their strengths and weaknesses are discussed through mutual consultation.

3.6. Findings for the Sixth Question Addressed to School Principals:

School principals participating in the study were asked how they evaluated the collaboration they carried out with department chairs and other relevant stakeholders in the process of monitoring, evaluating, and improving teaching and learning processes. The results obtained from the analysis of the responses are presented in Table 8.

Table 8. Opinions regarding the sixth question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Contribution	OM4, OM5, OM6, OM8	4	36,36
Issues Encountered	OM3, OM7, OM10	3	27,27
Approach and expectations	OM6, OM11	2	18,18

When examining the school principals' views in Table 8 regarding the question, "As a school principal, how do you evaluate the collaboration you have carried out with department chairs and other relevant stakeholders during this process?" the category "Contribution to Collaboration" ranked first with a percentage of 36.36% and a frequency of $f=4$. Some of the participants' views on this category are as follows:

(OM4) *I place importance on collaboration among subject departments. Because two heads are better than one. People may have strengths and weaknesses. Here, we look not to find fault but to see what benefits can be provided to the children.*

(OM5) *As a school principal, I find the collaboration carried out with department chairs and relevant stakeholders during this process to be highly productive and institutionally robust. Our department chairs have ensured that teachers' views are appropriately reflected in the process while also enhancing the practical applicability of the decisions made in the field. Communication established with other stakeholders has contributed to the process advancing in a more participatory, transparent, and holistic manner. Regular updates, a focus on common goals, and the implementation of mutual feedback mechanisms have been key elements in strengthening our school culture. Overall, I believe this collaborative structure has improved the quality of our teaching and learning processes and made a tangible contribution to institutional development.*

(OM8) *I find it beneficial because this process gives us more opportunities to see the pros and cons, and since there is more sharing, we also find opportunities for improvement—in that sense, it's helpful.*

The “Challenges Encountered in the Collaboration Process” category ranks second with a frequency of 27.27% and $f=3$. Some of the participants' views on this category are as follows:

(OM7) *I don't think it's sufficient. Neither our teachers nor school administrators have the time needed for collaboration and consultation. However, brief, ad-hoc evaluations do occur.*

(OM10) *I definitely do not agree. The principal's authority is being restricted, and negative emotions such as jealousy and ambition are arising among departments, disrupting the harmony of the institution.*

With a rate of 18.18% and a frequency of $f=2$, the “Approaches and Expectations Regarding Collaboration” category ranks last. Some of the participants' views on this topic are as follows:

(OM11) *I haven't conducted any collaboration efforts on this topic yet, but when I do, I don't see this as a process that can be managed alone. Department chairs are among our most important stakeholders here. Because they are the people closest to the teacher's class and share the same subject area. That's why I will strive to place department chairs at the center of the process.*

3.7. Findings for the Seventh Question Addressed to School Principals

The school principals participating in the study were asked what difficulties they encountered while monitoring and evaluating the teaching and learning processes. Categories were identified based on the responses received, and the data were quantified by matching them to these categories. The results obtained from the analysis of the responses are presented in Table 9.

Table 9. Responses to the seventh question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Challenges related to implementing the model	OM1, OM2, OM4, OM6, OM9	5	45,45
Difficulties stemming from teacher competencies and attitudes	OM2, OM4, OM6, OM7, OM8, OM9, OM11	7	63,63
Difficulties related to time and workload	OM3, OM6, OM10	3	27,27
Difficulties related to the assessment and evaluation process	OM2, OM3, OM5	3	27,27
Challenges arising from educational stakeholders	OM2, OM8	2	18,18

When examining the school principals' views in Table 9 regarding the question, "What difficulties do you encounter while monitoring and evaluating teaching and learning processes within the scope of TCEM?", "Difficulties Arising from Teacher Competencies and Attitudes" ranked first with a rate of 63.63% and a frequency of $f=7$. This was followed by the category "Challenges Related to the Implementation of the Model," which ranked second with a rate of 45.45% and a frequency of $f=5$. The categories "Challenges Related to Time and Workload" and "Challenges Related to the Assessment and Evaluation Process," each with a rate of 27.27% and a frequency of $f=3$, ranked third. "Challenges Arising from Education Stakeholders" ranked last, with a percentage of 18.18% and a frequency of $f=2$. Some of the participants' views on this topic are as follows:

Challenges related to implementing the model:

(OM1) Since this is a new study, certain gaps are making the evaluation process challenging for us.

(OM6) The most fundamental challenges are... and the uncertainties in translating certain theoretical concepts into practice due to the model's novelty.

Challenges stemming from teacher competencies and attitudes:

(OM2) ...Teachers may know the curriculum in theory, but experience-based gaps arise in their classroom practice...

(OM7) Shortcomings arising from our education staff's lack of sufficient knowledge and experience in certain areas.

Challenges related to time and workload:

(OM3) When monitoring and evaluating processes, only a 5-minute time slot is allocated for each observation area within a 40-minute class period. The indicators in the observation area are not the kind that can be examined within such a short time frame. I believe it may be difficult to reach a conclusion—whether the teacher is adequate, acceptable, or in need of improvement—or to identify their strengths and weaknesses within such a short period of time.

(OM10) As I mentioned earlier, the school principal's extremely heavy workload—and the fact that he or she must manage tasks across a wide range of areas—makes it impossible to conduct classroom observations effectively.

Challenges related to the assessment and evaluation process:

(OM3) ...The indicators in the monitoring area are not the kind that can be analyzed within such a short time frame...

(OM5) ...In addition, the process-oriented approach to assessment, which requires more observation, data collection, and feedback, can create an additional workload in terms of both time management and documentation...

Challenges arising from education stakeholders:

(OM2) Families' lack of information regarding the new system...

(OM8) ...Another issue I observed is that neither the teachers nor the students are prepared; since they are not ready, I do not believe this process will be a quick transition—it will happen gradually, and hopefully, it will come to pass.

3.8. Findings for the Eighth Question Addressed to School Principals

School principals participating in the study were asked to what extent they considered themselves competent in monitoring, evaluating, and improving teaching and learning processes, and why (). The results obtained from the analysis of the responses are presented in Figure 1 and Table 10.

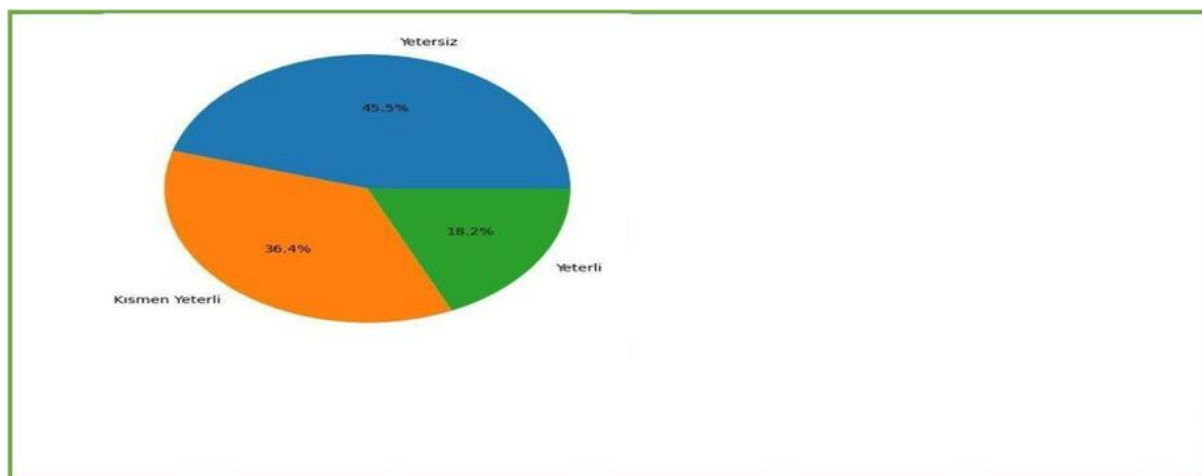


Figure 1. Proportional distribution of participants by competence level

When examining the opinions of school principals in Figure 1 regarding the extent to which they consider themselves competent in monitoring, evaluating, and improving teaching and learning processes, 45.5% considered themselves incompetent, 36.4% considered themselves partially competent, and 18.2% considered themselves competent. Among the participants, OM2, OM3, OM4, OM9, and OM10 considered themselves insufficient; OM1, OM6, OM7, and OM11 considered themselves partially sufficient; and OM5 and OM8 considered themselves sufficient.

Table 10. Opinions regarding the eighth question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Perception of professional competence	OM1, OM2, OM5, OM11	4	36,36
Need for education and experience	OM2, OM3, OM6	3	27,27
School facilities	OM4, OM7	2	18,18
Approach to the teaching process	OM5, OM8, OM11	3	27,27

When examining the opinions of school principals in Table 10 regarding why they consider themselves sufficient in monitoring, evaluating, and developing the learning-teaching processes, their views were categorized into four distinct categories. These include perceived professional

competence (f=4, 36.36%), the need for training and experience (f=3, 27.27%), the school's structural conditions (f=2, 18.18%), and the approach to the teaching process (f=3, 27.27%).

Some examples taken from the school principals' statements, which support the findings presented in Figure 1 and Table 10, are provided below:

(OM3) I do not consider myself sufficiently qualified to monitor, evaluate, and improve teachers' teaching and learning processes under this new guideline. I believe I need to receive training from experts in this field. Once I have learned through hands-on workshops and gained a deeper understanding of how to monitor, evaluate, and improve teachers' teaching and learning processes, I will consider myself competent in this area.

(OM4) Since I do not work at a school specializing in my field, there are times when I feel inadequate in the area of special education. Additionally, because the number of contract teachers at my school is three times the number of tenured teachers—and since my colleagues are not graduates of my field either—I believe we are not fully and accurately carrying out the monitoring and evaluation process.

(OM5) I consider myself competent in monitoring, evaluating, and improving teachers' teaching and learning processes. Through classroom observations, department meetings, and regular communication with teachers, I strive to monitor the process holistically. However, I am aware that this field requires continuous development, and I make a point of keeping myself up to date in this regard.

(OM11) I define this process not as "I am," but as "I am developing." I consider myself sufficiently competent, and I continue to develop in areas where I do not yet feel competent because I am constantly in the field—conducting classroom observations, meeting one-on-one with teachers, and providing feedback. I view the process not as a monitoring tool but as guidance. I believe I act consciously when it comes to supporting teachers.

3.9. Findings for the Ninth Question Addressed to School Principals

School principals participating in the study were asked what recommendations they could offer to ensure more effective implementation of monitoring and evaluation activities under the TCEM framework and to enhance their own competencies in this area. Categories were identified based on the responses received, and the data were quantified according to their alignment with these categories. The results emerging from the analysis of the responses are presented in Table 11.

Table 11. Opinions regarding the ninth question posed to school principals

Category	Participant Code	Frequency (f)	Percentage (%)
Need for professional development and training	OM1, OM2, OM3, OM4, OM5, OM6, OM7, OM10, OM11	9	81,81
Structuring the monitoring evaluation process	OM2, OM3, OM5, OM8, OM11	5	45,45
Digitalization and the use of technology	OM3, OM5, OM6	3	27,27
Collaboration and stakeholder participation	OM1, OM3, OM8, OM9,	4	36,36
Administrative and Structural Arrangements	OM2, OM6, OM7, OM10	4	36,36

When examining the school principals' views in Table 11 regarding the question, "What do you recommend to ensure more effective implementation of monitoring and evaluation activities within the scope of TCEM and to enhance school principals' competencies in this area?" "Professional Development and Training Needs" ranked first with a percentage of 81.81% and a frequency of $f=9$. This view was followed in second place by the "Structuring the Monitoring and Evaluation Process" category, with a rate of 45.45% and a frequency of $f=5$. The categories "Collaboration and Stakeholder Participation" and "Administrative and Structural Arrangements," with a rate of 36.36% and a frequency of $f=4$, tied for third place. "Digitalization and Technology Use" ranked last, with a rate of 27.27% and a frequency of $f=3$. Some of the participants' views on this topic are as follows:

Need for professional development and training:

(OM1) *It is necessary to provide a sufficient number of training sessions in this area and to frequently seek input from administrators.*

(OM5): *I recommend increasing practice-oriented in-service training for school principals to ensure that monitoring and evaluation efforts are carried out more effectively...*

Structuring the monitoring and evaluation process:

(OM5) *...I also believe that common monitoring standards should be established in schools and that the processes should be organized in a more systematic manner...*

(OM11) *First and foremost, I believe this process must be properly understood...*

Digitalization and the use of technology:

(OM3) ...Observation results should be recorded digitally, and their use should be made easier and more widespread through the software developed...

(OM6) Facilitating monitoring processes with digital tools...

Collaboration and stakeholder participation:

(OM3) ...The teacher-principal relationship should be transformed into a collaborative approach that boosts motivation...

(OM9) I believe the model will be more effective within the process. We need to address its shortcomings and ensure the model is explained to and accepted by all stakeholders.

Administrative and structural adjustments:

(OM6) I recommend streamlining monitoring processes with digital tools, increasing case-study-based practical training for principals, and establishing mentoring networks where best practices are shared. Additionally, the bureaucratic workload should be reduced so that principals can devote more time to their role as “instructional leaders.”

(OM7) ... Furthermore, tasks and procedures unrelated to educational activities at schools should be handled by administrative staff, allowing school administrators to focus more on their core responsibility: educational leadership.

4. DISCUSSION, FINDINGS, AND RECOMMENDATIONS

This section of the study discusses the research findings, presents the conclusions reached, and offers recommendations based on these conclusions.

4.1. Discussion and Conclusions

In this study, competencies related to the monitoring and evaluation of teaching and learning processes within the TCEM framework were assessed by school principals. The results obtained from these assessments were evaluated separately for each question posed to the school principals.

4.1.1. School Principals' Evaluation Results and Discussion for the First Question

The results of the study revealed that, in response to the first question posed to school principals—regarding how teachers monitor learning and teaching processes within the TCEM framework—principals provided evaluations in the following categories: classroom observation and direct monitoring; plan- and document-based monitoring; guidance- and development-focused monitoring; process- -focused monitoring; and student-centered monitoring. The findings of this study appear to be consistent with those of previous research. Similarly, according to the results presented in the study by Sarışık, Gürel, Sarışık, and Dönmez (2021), school principals indicated that they monitor teaching processes through classroom observations. In the study by Kandemir (2022), it was stated that school principals conduct monitoring to observe teacher performance, evaluate classroom practices, provide guidance, and improve instruction. This finding particularly supports the guidance and development-oriented monitoring category. Additionally, in the study by

Kaplay, Açar, Özdemir, and Kamışlı (2026), teachers addressed the topics of process-oriented instruction, student-centered structures, and assessment processes.

4.1.2. Results of School Principals' Evaluations for the Second Question and Discussion

As a result of the research, regarding the “Guidelines for the Monitoring, Evaluation, and Development of Teachers’ In-Class Activities and Instructional Practices.” The findings indicate that school principals’ levels of knowledge and awareness regarding the guidelines vary. This situation is similar to the findings presented in the studies by Yıldız (2024) and Glickman, Gordon & Gordon (2014), which suggest that the competencies of school administrators may vary in instructional leadership processes.

4.1.3. School Principals' Evaluation Results for the Third Question and Discussion

The study found that school principals carried out various activities following the implementation of the guideline on monitoring, evaluating, and improving teaching and learning processes. Based on the findings, it was observed that school principals engaged in information sharing, planning, monitoring, collaboration, providing feedback, and making administrative arrangements; however, in some schools, no such activities were conducted. In the studies by Koşar and Buran (2019) and Glickman, Gordon & Gordon (2014), it was observed that school principals carried out classroom observation activities within the scope of instructional leadership, conducting these processes not merely with a focus on monitoring but in a way that contributes to teacher development.

4.1.4. Results of School Principals' Evaluations for Question Four and Discussion

The study found that when monitoring and evaluating the learning and teaching processes, school principals identified teachers’ strengths and weaknesses by taking into account the monitoring of the teaching process, indicators in the monitoring area, assessment and evaluation, and teacher competencies. In the “Indicators in the Monitoring Area” category identified in the study, it was observed that school principals considered criteria such as student achievement, classroom management, communication skills, student participation, and use of materials when evaluating teachers. Similarly, Şişman (2018) states that effective school administrators consider not only academic achievement but also classroom interaction, student motivation, and the teaching environment when evaluating teacher performance. In the “Teacher Competencies” category, school principals indicate that they take teachers’ level

of professional development into account. Similarly, in Çelikten's (2004) study, it is noted that contemporary school administrators base their evaluations of teachers on professional competence, communication, openness to innovation, and a student-centered approach.

4.1.5. Results of School Principals' Evaluations for Question 5 and Discussion

This study examined school principals' views on the forms of feedback they provide to teachers while monitoring and evaluating teaching and learning processes; based on the data obtained, three categories were established: meetings, one-on-one interviews, and consultations. The research findings indicate that school principals prefer communication- and collaboration-based methods when providing feedback to teachers. Similarly, Seyyar and Aydın (2025) noted in their study that school administrators' regular communication with teachers contributes to a more effective implementation of the TCEM process.

4.1.6. Results of School Principals' Evaluations for Question 6 and Discussion

In this study, the categorization of school principals' views regarding their collaborations with department chairs and other stakeholders in the process of monitoring, evaluating, and developing teaching and learning processes—under the categories of contributions, challenges, approaches, and expectations—aligns with similar studies in the literature. In a study conducted by Küçük and Kurt (2025) with school administrators, it was also noted that school administrators viewed collaboration among teachers as important in the implementation of TCEM, and that strengthening internal school coordination increases school effectiveness. In a study by Arslan and Kimsesiz (2025) examining teachers' views on in-service training seminars, teachers also noted that continuous communication and collaboration among school administration, subject departments, and teachers are necessary for the more effective implementation of TCEM.

4.1.7. Results of School Principals' Evaluations for Question 7 and Discussion

The study found that the difficulties school principals encountered in monitoring and evaluating teaching and learning processes fell into five categories: difficulties related to the implementation of the model; difficulties stemming from teacher competencies and attitudes; difficulties related to time and workload; difficulties related to the assessment process; and

difficulties arising from educational stakeholders. These findings are consistent with similar studies in the literature. In their study titled “An Evaluation of the Turkey Century Education Model from the Perspective of the 21st-Century Human Profile,” Yıldırım and Çalışkan (2024) noted that the model introduced significant innovations in teaching processes and that it would take time for teachers to adapt to these innovations.

4.1.8. Results of School Principals’ Evaluations for Question 8 and Discussion

Findings from the study regarding school principals’ views on the extent to which they consider themselves competent in monitoring, evaluating, and improving teaching and learning processes—and the reasons behind this—indicate that school principals generally view themselves as inadequate or only partially competent. The fact that 45.5% of school principals considered themselves inadequate, 36.4% partially adequate, and only 18.2% adequate indicates that school principals need support in the area of monitoring and evaluating learning and teaching processes. Similarly, in a study conducted by Bilgin and colleagues (2023), teachers reported that school principals lacked guidance, feedback, and instructional leadership in classroom observation processes.

In the study, school principals’ competency levels regarding the monitoring, evaluation, and improvement of teaching and learning processes were categorized into four areas: professional competence, need for training and experience, the school’s structural conditions, and approach to the teaching process. The study’s emphasis on the school’s structural conditions is similar to the research by Düz and Kazak (2024). The study indicates that in instructional leadership efforts, school principals devote a significant portion of their time to administrative tasks and, as a result, are unable to allocate sufficient time to the processes of monitoring and evaluating classroom instruction.

4.1.9. Principals’ Evaluation Results and Discussion for Question 9

The findings regarding recommendations for more effectively implementing school principals’ monitoring and evaluation of learning and teaching processes—as well as for developing their competencies in this area—within the scope of TCEM were discussed in light of similar studies in the literature. The school principals participating in the study provided evaluations across five categories: professional development and training needs; structuring the monitoring and evaluation process; digitalization and technology use;

collaboration and stakeholder participation; and managerial and structural arrangements. Kiraz's (2022) study indicates that stakeholder participation supports school development in the effective implementation of instructional leadership. In Güneş's (2025) study, it is noted that for the change targeted by TCEM to be implemented, not only individual competencies but also systemic arrangements are necessary. In particular, the study emphasizes the importance of reducing the workload of school administrators, clarifying implementation processes, and providing structural support.

4.2. Recommendations

Based on the findings of this study, the following recommendations can be made regarding the development of school principals' competencies in monitoring and evaluating teaching and learning processes within the scope of TCEM:

1. In -service training sessions on monitoring and evaluating learning and teaching processes could be provided to school principals at regular intervals. These in-service training sessions could include practical exercises focused on classroom observation, data-driven assessment, instructional leadership, and feedback.
2. Guidelines can be prepared to make the implementation of monitoring and evaluation processes under the TCEM framework more understandable.
3. Arrangements can be made to reduce the workload of school principals during the monitoring of teaching and learning processes. By reducing bureaucratic procedures, school principals can be enabled to devote more time to instructional processes.
4. To ensure that monitoring and evaluation efforts are carried out more effectively, schools' technological infrastructure and physical facilities can be improved.
5. Meetings can be held to strengthen communication and foster collaboration between teachers and school principals.
6. Care can be taken to ensure that the feedback provided by school principals at the end of the monitoring and evaluation process is supportive and guiding in nature.

7. Efforts can be made to develop instructional leadership so that school principals can monitor teaching processes more effectively.

For future studies:

1. The study sample can be expanded, and quantitative and mixed-methods studies can be conducted . The number of study groups can be increased to include teachers, students, and parents.
2. Research could be conducted to examine the impact of school principals' monitoring and evaluation competencies on student achievement.

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