

## From the Editor

Dear IEJES reader,

We are excited and happy to publish the first issue of 2018 (Volume 2, Issue 3). We will be with our readers in the same excitement in each of our future issues.

Our journal is indexed by DOAJ, an international index. The articles that will be published in our journal from 2018 are given internationally valid DOI number by the support of TÜBİTAK ULAKBİM Dergipark. Many thanks to the authors who have shared their studies with us as well as to the referees who have made contributions with their valuable ideas and DergiPark Team.

In the present issue, there are five research articles. One of these studies is in English as whole texts:

The 1<sup>st</sup> article is titled “**Teacher Opinions on the Implementation of the Secondary School Mathematics Curriculum**” and written by Mehmet AYDIN, Seval LAÇIN and İsmail KESKİN. The aim of their study is to examine teacher’s opinions in depth on the implementation process of the mathematics curriculum for High School (9.10.11.12) updated in 2013. The sample of the study is prepared maximum diversity sampling method which is one of the purposive sample types. The current study included 15 high school mathematics teachers with different professional experience from 5 different types of public schools. Descriptive research study a special case of the method was used. In third current study 10 high school mathematics teachers who have different professional experience from 5 different types of public schools was included. A semi-structured interview form developed by researchers was used as data collection tool in the study. The negotiations made are recorded with the digital sound recorder and then written to the article. The obtained data were subjected to content analysis with a qualitative approach. At the end of the research, it was determined that the difficulties arising from the student, teacher, school type, contents of the program, teaching materials and education policies for the implementation of the secondary school mathematics curriculum. In order to overcome the difficulties, teachers have suggested that it is not possible to implement a single teaching program in each school in the same way, thus developing separate teaching programs according to school types and preparing different textbooks. As for the contents of the curriculum, the teachers suggested that the subjects should be simplified and related more to daily life.

The 2<sup>nd</sup> article is titled **Investigation of Causes of Mathematics Fear and Suggestions for Solution Starting with Primary Education in Terms of Teachers' Opinions** and written by Elif ERTEM AKBAŞ. In her study, it was aimed to reveal the causes of mathematics fears that students started with primary school and propose solutions for solving these fears with view of primary school and mathematics teachers. Within this purpose, case study is among

qualitative research methods were used in the study. Participants of the study consisted of 4 primary school teachers working at a primary school and 7 mathematics teachers working at a high school in Van, 2017-2018 academic years. The participants were determined by purposeful sampling method. Semi-structured interview questions were applied as data collection tool and interviews were recorded with voice recorder to avoid data loss. In the analysis, interviews were first transcribed and analyzed by content analysis method. As a result of the analyzes seen that the main causes of fear are environmental factors, course content, student and teacher attitudes. Also result of primary teachers that this fear is not at the level of primary education that the class level has increased. From views of mathematics teachers, result in reading-writing-based education in primary education cause lack of basic mathematics and fear of mathematics in students. To overcome this fear suggested teacher-student-parent cooperation, solutions for the improvement of the curriculum.

The title of the 3<sup>rd</sup> article is **Investigation of Secondary School Students' Reading Anxiety and Academic Self-Efficacy Beliefs in Terms of Various Variables** and written by Aysel ARSLAN. In her study; It is aimed to determine whether there is a difference in the speaking anxiety and self-efficacy beliefs of secondary school students' and the correlation between speaking anxieties and self-efficacy beliefs of the students. In order to obtain the data related to the research, simple unselected sampling method among the scan models is preferred. The study was conducted on 486 students, 200 females and 286 males in 10 different secondary schools from Sivas province centre. Two different scales were used in the study to determine the anxieties and self-efficacy beliefs of secondary school students. The "Speaking Anxiety Scale" developed by Sevim (2012) were used to determine the speaking anxiety levels. Scale consists of three sub-dimensions as Speaker, Environment and Speech Psychology-Focused Anxieties. The total reliability of the scale was determined as ,91. The "Academic Self-Efficacy Scale" as the subscale of the "Self-Efficacy Scale for Students" adapted by Telef and Karaca (2012) developed by Muris (2001) was used in order to determine the academic self-efficacy of the students. The reliability of the scale is .86. In the data analysis, arithmetic average, percentage, t-test, Anova, LSD and Pearson correlation analysis techniques were used to analyse the data about the study. When the findings obtained were analysed, it was determined that the students' speaking anxiety differed significantly according to gender, class, mother and father education status variables; the students' academic self-efficacy differed significantly according to gender, class, mother education status and father education status variables. According to the correlation results of students' academic self-efficacy and speaking anxiety total scores were found out to be moderate and in negative way (-.49).

The title of the 4<sup>th</sup> article is **The Effect of Teaching Science with Word Games on the Attitudes of Students towards Environment**. Nilay KEFELİ, Erol TAŞ and Mübeccel YALÇIN are the authors. In their study, the effects of using word games on the students' attitudes towards the environment in teaching of "Human and Environment Relations" unit in the 7<sup>th</sup> grade science course of secondary school. With this purpose, the matching pre-test and post-test control group quasi-experimental design was used in the research. The research was applied to 7<sup>th</sup> grade students in a randomly determined center secondary school in Samsun province. The implementation was conducted with a total of 36 students, 18 in the experimental group and 18 in the control group. While the teaching was done with the activities included in science curriculum in the control group, it was done by using word

games in accordance with the unit in the experimental group. As a means of data collection, Environmental Attitude Scale developed by Aslan, Uluçınar Sağır and Cansaran (2008) was used, the data were analyzed using the SPSS 18.00 program. As a result of the data analysis, there was no significant difference between pre-test attitudes of students of experimental and control group towards environment; the results of the post-test revealed that the students in the experimental group had significantly higher retention than the students in the control group. As a result of the research, it has been concluded that the teaching of the “Human and Environment Relations” unit, the classroom game activities and the vocabulary cards prepared especially for the concepts have an influence on the students' positive attitude towards the environment.

The title of the 5<sup>th</sup> article is **Science Student Teachers’ Approaches to Studying**. Rıfat EFE and Hülya ASLAN EFE are the authors. In their study, science student teachers’ approaches to studying was investigated. This is important because as knowing an individual’s preferred way for studying can potentially help teachers to design learning environments that is likely to better foster the individual’s learning needs. The participants were 381 student teachers on teacher education course during 2016/17 academic year. The Approaches and Study Skills Inventory for Students was used to collect the data. The analysis of the data revealed that science student teachers’ approaches to studies showed statistically significant differences based on their gender, subjects and study years. The findings have important implications for teacher education courses.

We look forward to seeing you in 2018 Volume 2 Issue 4 of the International e-Journal of Educational Studies (IEJES).

Yours Sincerely



Editor-in-Chief

Assoc.Prof.Dr. Tamer KUTLUCA

International e-Journal of Educational Studies (IEJES)

<http://dergipark.gov.tr/iejcs>

[iejcs.editor@gmail.com](mailto:iejcs.editor@gmail.com)