

## **Editorial**

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### **Dear Teacher Educators, Educational Scientists, and Educationalists,**

A total of five articles have been published in the first issue of the eighth volume of the *Journal of Teacher Education and Educators* in April, 2019.

The first article entitled “*Master’s Thesis as Part of Research-Based Teacher Education: A Finnish Case*” by Gunilla Eklund aims to investigate the master’s theses written in 2016 and 2017 by primary school student teachers at a teacher education department in Finland, and to discuss how to develop the thesis writing process within teacher education in order to promote teachers’ professional development. She has analysed 111 theses focusing on four distinct aspects of the thesis: topic, perspective, research approach and data collection method. According to the findings, students wrote master’s theses of high scientific quality, although an explicit reflection on the relevance and transfer of the knowledge they had gained from the master’s thesis to their professional practice did not seem so obvious. The article concludes by recommending that research-based teacher education should be developed to encourage students to adopt a research approach in their future work and enhance their profession in this direction.

Counting on the challenges faced by the inexperienced teachers, “*Mentors, Self-efficacy, or Professional Development: Which Mediate Job Satisfaction for New Teachers? A Regression Examination*” by Rachel Renbarger and Brenda K. Davis aim to examine the relationship between job satisfaction, self-efficacy and mentorship programs along with barriers to professional development that teachers face. They employed multiple regression and found that there was a positive relationship between job satisfaction and self-efficacy and the presence of a mentor. There was a negative relationship between barriers to professional development and job satisfaction. They suggest supporting inexperienced teachers in regards to self-efficacy and mentorship.

Anuleena Kimanen, Jenni Alisaari and Arto Kallioniemi have explored the orientations that emerge when pre-service and in-service teachers evaluate their preparedness to conduct certain culturally and linguistically responsive practices in their article titled “*In-service and Pre-service Teachers’ Orientations to Linguistic, Cultural and Worldview Diversity*”. They conducted an exploratory factor analysis on survey data from 181 respondents and found that teachers’ orientations towards culturally and lin-

guistically responsive pedagogy were positive. They identified three orientations: specifically, orientation to culture, to language and learning, and to affirming identities, with the last being the strongest. The results give valuable information for developing teacher education to better respond to the needs of those teaching diverse learners.

The fourth article titled “*The Relationship Between the Perceptions of Personality Traits and Social Loafing Behaviours of Candidate Teachers*” by Türkiye Nuri Tok aims to investigate the relationship between the personality traits (i.e., neuroticism, extroversion, openness, compatibleness and conscientiousness) and social loafing behaviours of candidate teachers. The author has conducted a correlational survey model including 166 students who attend faculty of education and 155 students who attend a teaching certificate program at a state university in Turkey. The results showed that there were significant and negative correlations among social loafing behaviours and personality traits of neuroticism, compatibleness and conscientiousness among candidate teachers, and conscientiousness and compatibleness were significant predictors of social loafing behaviours.

The last article by Melese Negash aims to analyse the comprehensiveness learning objectives formulated in the newly developed primary school teacher education courses in Ethiopia. The author employed different data collection procedures including documents of 124 course syllabi, questionnaires from 23 teacher educators and an interview with a curriculum consultant. The research reveals some important insights about the Ethiopian primary school teacher education courses. The author suggests that course and program developers were not critically concerned about the issue of learning outcome comprehensiveness for different reasons such as lack of knowledge, experience, professional concern, commitment and shortage of time on the part of course designers and absence of close professional supervision and less attention given for issue on the part of the Ministry of Education.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...