

Dear Readers,

We are delighted to present the second volume of the 10 th issue of e- Kafkas Journal of Educational Research. Our goal with this issue is to provide you with a diverse selection of insightful and thought-provoking articles from esteemed researchers and scholars in the field of education. This issue contains thirteen articles, each offering a unique perspective on current educational research topics. Our contributors have explored the complexities of education and presented innovative ideas and research findings that are sure to provoke discussion and debate.

- In the study titled "Exploring EFL Teachers' Perceptions on 21st Century Skills" by Eker Uka and Bedir (2023), English language educators' utilization of 21st-century learning and innovation skills was examined. Using qualitative and quantitative methods, a case study approach was employed. 105 English teachers participated via convenience sampling, responding to a questionnaire. Additionally, 10 teachers were interviewed and completed a KWLA chart after a research seminar. They then created lesson plans incorporating 21st-century skills, providing reflection reports. Results indicated awareness of 21st-century skills' importance, yet participants sought more support from managers and government. Understanding of skill integration timing and methods requires enhancement.
- Geçkin (2023) conducted a study focusing on the use of macro and micro strategies in responding to compliments in a second language. Advanced Turkish learners of English participated, completing a written task where they responded to compliments and evaluated their responses' appropriateness on a 1 to 5 scale. The study investigated gender's impact on response strategies and metapragmatic judgments. Response strategies were categorized using Boori's (1994) framework. Results showed females tended to accept and males to reject compliments as macro strategies. Micro strategies like appreciation, commenting, and returning compliments were common for both genders. Females significantly differed from males in responding to possession and appearance compliments. Females' perceived appropriateness in responding to skill compliments was also higher. The research underscores gender's role in compliment responses and perceived appropriateness.
- Yılmaz and Saraç (2023) investigated how attitudes toward supervision relate to self-efficacy among physical education teaching majors. They studied gender and academic year (1st to 4th) differences in self-efficacy perceptions and supervision attitudes and examined the link between these aspects. Participants included 147 teacher candidates (72 women, 75 men), with mean ages of 21.51 and 21.65, respectively. Data were collected via the Demographic Information Form, Teacher Sense of Self-Efficacy Scale-Short Form, and Attitudes Toward Supervision Scale. Results indicated no significant gender or academic year variations in self-efficacy perceptions and supervision attitudes. Both self-efficacy and supervision attitudes scored high. A positive yet weak correlation existed between self-efficacy perceptions and supervision attitudes. In conclusion, Yılmaz and Saraç's study revealed physical education teacher candidates possessed strong self-efficacy and positive attitudes toward supervision. Additionally, a tendency emerged: higher self-efficacy linked to more positive attitudes toward supervision.
- Coşkun (2023) examined variables affecting print awareness skills in six-year-olds attending kindergarten. The study investigated relationships among child gender, maternal education, writing readiness skills, and print awareness skills. A total of 316 participants (183 girls, 133 boys) were assessed. Spearman correlations and regression analysis were employed. Results showed these variables accounted for around 9% of print awareness skills variance. This highlights the interconnectedness of child gender, maternal education, writing readiness skills, and print awareness skills in promoting emergent literacy. Implications include supporting children's writing readiness skills for better outcomes.

- Buldu (2023) highlights the importance of science education in early life not just as a foundation for future scientific understanding, but also for nurturing young children's thinking and learning appreciation. Hence, creating playful learning environments for science education has become crucial. The study aimed to investigate how such environments contribute to children's science learning, using data from four US early childhood setups. Analysis revealed that children's playful exploration enhanced their scientific skills and learning. The design of these environments and the choice of materials encouraged interaction among children, fostering more play and exploration. The study suggests the necessity of innovative practices to shift from traditional learning methods and promote play-based learning. It emphasizes the need to create exemplary practices and raise awareness, starting with teacher candidates.
- Zencir and Haskan Avcı (2023) explored metaphors used by fathers of 0-6-year-old children to describe their experiences of becoming a father. Using a qualitative phenomenological method, the study included 90 fathers with children aged two months to six years. Data was collected through online and face-to-face interactions, asking fathers to complete the sentence "Becoming a father is like/similar to... because..." Content analysis via MAXQDA (20.2.2) ensured 81% data reliability. Fathers provided 96 metaphors, with common expressions like "being a superhero," "great plane tree," and "rebirth." These metaphors often conveyed positivity. Three main themes emerged: Interaction with the Child, Contribution to Fathers' Well-Being, and Perceived Fatherhood Duties. Within Interaction with the Child, categories included the learning-teaching process and gamification. Contribution to Fathers' Well-Being encompassed relaxation metaphors, positive life news, and basic needs. Perceived Fatherhood Duties yielded categories "Responsibility and Accessibility" and "Being a Role Model."
- Büyükçolpan and Karacan Özdemir (2023) underscored the need for humane working conditions, listing attributes of decent jobs like safety, leisure time, aligned values, fair pay, and health access. They aimed to validate the Future Decent Work Scale in Vocational and Technical Anatolian High School students, measuring their perceptions of future decent work. Data from 545 students were analyzed using Confirmatory Factor Analysis (CFA) for construct validity and examining criterion-related validity. Reliability was assessed via Cronbach Alpha and McDonald's Omega coefficients. CFA indicated good (GFI=.93, AGFI=.90) and acceptable ($\chi^2/df=3.943$, RMSEA=.074, SRMR=.069, CFI=.85) fit indices. The internal consistency coefficient (Cronbach Alpha) was .77, affirming the scale's reliability. In conclusion, Büyükçolpan and Karacan Özdemir's study confirmed the validity and reliability of the Future Decent Work Scale among Vocational and Technical Anatolian High School students.
- Yılmaz, Babatürk, and İnalgöz (2023) investigated the link between foreign language learning motivation and anxiety in students, with a focus on language-related anxiety. The study included 305 B1-level students from Kyrgyz-Turkish Manas University's language preparation program, using a relational survey model. Data were collected using the Motivation in Learning Turkish as a Foreign Language Scale and Anxiety in Learning Turkish as a Foreign Language Scale. Descriptive statistics, t-tests, ANOVA, and Pearson correlation coefficients were employed for analysis. Participants had the highest instrumental motivation and lowest cultural motivation. Motivation views varied based on gender, mother tongue, and instrumental motivation. Anxiety was highest in listening and lowest in writing. Negative, significant relationships were found between internal motivation, motivation to learn Turkish, and anxiety in speaking, writing, and learning Turkish. The findings underscore the complex interaction between motivation and anxiety in foreign language learning.
- Bolat (2023) emphasized classroom management's pivotal role in effective learning environments, addressing the need for teachers' skill development. To assess teachers' reward and praise strategies, a valid measurement tool is essential. Bolat's study introduces the Teacher Reward and Praise Scale, a novel approach. The research employed a quantitative,

descriptive survey model. A pilot form with 25 items was administered to 465 teachers, revealing a 13-item, 2-factor structure ("teacher praise behaviors" and "teacher reward behaviors"). The factors exhibited high reliability (0.87 and 0.92). Confirmatory Factor Analysis with data from 271 teachers affirmed this structure. Concurrent validity was established through relationships with other scales. In conclusion, the Teacher Reward and Praise Scale is presented as a reliable tool for assessing classroom management behaviors, valuable for researchers and practitioners.

- Mutlu and Kaya (2023) investigated the influence of an online decision-making skills psychoeducation program based on cognitive behavioral therapy on university students' decision-making styles. Using a nested design, the study integrated quantitative and qualitative approaches. Quantitative data were collected from 22 participants (11 experimental, 11 control) using the "Melbourne Decision Making Questionnaire." Qualitative data came from the 11 experimental group participants via a "Semi-Structured Interview Form," "Session Evaluation Form," and "Psychoeducation Programme Evaluation Form." Quantitative analysis involved various statistical tests, while qualitative data underwent content analysis. Results revealed that the psychoeducation program led to partially significant increases in decision-making self-esteem and vigilant decision-making, alongside partial decreases in avoidant and procrastinating decision-making styles. The program didn't significantly affect the hypervigilant style. Participants found the program's content satisfactory, awareness-raising, and practically beneficial. In conclusion, the study highlighted the positive effects of the psychoeducation program on decision-making styles among university students.
- Banko-Bal and Akman (2023) investigated preschool teachers' awareness of anti-bias education in diverse classroom environments. They aimed to validate "The Self-Awareness Scale toward Anti-Bias Education" and assess teachers' self-awareness in this context. The scale's items were generated from literature and expert input. The initial study involved 270 preschool teachers, confirming the scale's psychometric properties. Exploratory Factor Analysis yielded satisfactory results, and Confirmatory Factor Analysis confirmed the model fit for the 11-item scale presented in a 5-point Likert format. In the second study, with 120 preschool teachers, findings indicated high self-awareness in anti-bias education. Moreover, teachers with more professional experience exhibited more positive self-awareness in anti-bias education than less experienced counterparts. In summary, Banko-Bal and Akman's study validated "The Self-Awareness Scale toward Anti-Bias Education" and highlighted the crucial role of teachers' awareness in promoting anti-bias education in preschools.
- Aldemir Engin (2023) conducted a qualitative case study on an online Digital Storytelling Workshop for mathematics teachers. The participants, four master's degree students working as mathematics teachers in Turkish secondary schools, engaged in the study. Data collection involved online lessons, interviews, reflective diaries, and digital stories. Content analysis revealed challenges in formulating questions and multimedia use. Emphasis was on dramatic questions, sound, and music in evaluating sample digital stories. The online format saved time but limited interaction. The workshop improved technological skills and highlighted potential benefits of using digital stories in math classes. The digital stories created during the workshop exhibited improvement among participants. This study sheds light on the dynamics of an online workshop for math teachers, addressing challenges and benefits for enhancing mathematics education.
- İstanbullu and Horzum (2023) delved into the importance of meaningful learning experiences for students. Real-life encounters enhance learning's significance, necessitating environments that facilitate such experiences. However, traditional teaching methods often fall short due to factors like student profiles, large class sizes, limited hours, technology, and unforeseen events. This shortfall impacts learning outcomes and psychomotor skills. To counteract this, effective real-life experiences are vital to enhance student achievements and skills. This study aimed to gauge learning achievements and psychomotor skills of college students in an ICT

course. Augmented reality applications and simulations were substituted for real-life experiences. Data were collected from 63 students. Descriptive statistics, two-way ANOVA, and the Wilcoxon Signed Rank Test were utilized for analysis. Results indicated that augmented reality and simulation-based learning were as effective as real-life experiences in enhancing student achievements and psychomotor skills in the ICT course. In conclusion, İstanbullu and Horzum's study highlighted the potential of augmented reality and simulations as substitutes for real-life experiences in learning environments, particularly when such experiences are limited.

We would like to express our sincere appreciation to the authors who have contributed their work to this issue. Additionally, we extend our gratitude to our diligent reviewers who have worked tirelessly to ensure the articles' quality and rigor. To our readers, we offer our deep appreciation for your unwavering support and interest in our journal. It is our hope that this edition proves to be informative and captivating for you, and we eagerly await your feedback.

We extend our gratitude to our esteemed readers and researchers once again for their valuable interest. With hopes that the year 2023 will bring bright days to our country and all of humanity, we celebrate the Victory Day on August 30th and wish for peace and tranquility for all.

Sincerely,

Assoc. Prof. Dr. Ali İbrahim Can GÖZÜM

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