

Dear Readers, We are delighted to present the thirt volume of the 10th 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 seventeen articles, each offering a unique perspective on current educational research topics. Our contributors who are specialist authours have explored the complexities of education and presented innovative ideas and research findings that are sure to provoke discussion.

- Yunus YILDIZ and Rasim TÖSTEN (2023) conducted a quantitative study on transportation-related problems in mobile teaching as perceived by school administrators. The research involved 317 administrators from 197 schools in Siirt during the 2019-2020 academic years. The "Problems of Mobile Teaching Based Upon Transportation Scale" was used, revealing security and communication issues during transportation according to administrators' opinions. Variations in problems were observed based on administrators' roles, experience, and school locations.
- Birgül ÇAKIR YILDIRIM, Meltem IRMAK, and Büşra TUNCAY YÜKSEL (2023) developed a theoretical framework named Climate Change Literate Citizenship, integrating climate change literacy and citizenship. Analyzing the "Environmental Education and Climate Change" curriculum, they found uneven distribution of objectives within the framework, emphasizing climate change literacy over climate citizenship. The curriculum exhibited a fragmented approach, focusing on functional and personal responsibility components.
- Sevim GÜLSEVEN TANER and Fatma USLU GÜLŞEN (2023) explored the views of school administrators on work-private life balance. Using a phenomenological design, 50 administrators from public high schools in Mersin were interviewed. Content analysis revealed five thematic findings, indicating that despite consideration, school administrators experienced an imbalance.
- Mehmet ŞEN and Yavuz KAMACI (2023) emphasized the importance of students' epistemological beliefs in science education. The study focused on grade level and gender, using the Epistemological Belief Instrument. Findings showed a significant relationship between grade level, gender, and judgment of social truth. No significant relationship was observed between gender and the judgment of physical truth, and between grade level and the judgment of physical truth.
- Esin DÜNDAR and Ali MERÇ (2023) assessed the impact of the hybrid system on English teacher education. Engaging 18 English teacher educators, the study explored post-effects on teacher candidates. Thematic analysis revealed insights on different learner types, effects on educators and candidates, survival tips, and learner types. Implications for education faculties were discussed. In their study by Ayça ÜLKER, Tülay İLHAN İYİ, and Aysel ESEN ÇOBAN (2023) explored the impact of the Socio-Emotional Learning for Professional Development Program on 25 early childhood pre-service teachers. The qualitative research revealed positive changes in the teachers' perceptions, knowledge, and skills related to professional development and socio-emotional learning. The program improved emotional awareness, emotion socialization skills, and classroom practices, highlighting the importance of such training for pre-service teachers.

- Ozden SENGUL (2023) conducted a study to explore the professional identity of three male high school physics teachers. Using Wenger's theory of learning, the research revealed distinct identity characteristics: question-oriented, project-oriented, and lecture-oriented. The findings highlighted the link between teachers' beliefs and practices, offering valuable insights into the development and characteristics of physics teachers' professional identity.
- In their 2023 quasi-experimental study, Fatmagül SARIOĞLU and Seda ALTUNBAŞ YAVUZ investigated the impact of digital stories on teaching proverbs and idioms to second-grade students. With 86 participants, the experiment group received digital story-based instruction, while the control group followed traditional methods. Results showed a significant improvement in the experiment group's Proverbs and Idioms Success Test scores, highlighting the effectiveness of digital stories in enhancing learning and comprehension in language education.
- In their 2023 study, Eda YAPICI and Ismail MİRİCİ investigated the technological pedagogical content knowledge (TPACK) among Turkish EFL instructors. The research, conducted at various universities in Turkey, involved 155 EFL instructors. The findings revealed that instructors generally demonstrated a "sufficient" level of TPACK-Practical skills in classroom applications, with no significant impact of demographic variables on their technology integration skills.
- In the study by Burcu BAĞCI ÇETİN (2023), the predictive roles of self-regulation skills and digital game addiction tendencies in the prosocial behavior of preschool children were examined. The research, involving 255 children aged 5-6, revealed a negative relationship between prosocial behaviors and certain dimensions of digital game addiction tendencies. Additionally, a positive relationship was found between prosocial behaviors and self-regulation skills. Regression analysis indicated that self-regulation skills and digital game addiction tendencies together predicted 14% of the variability in prosocial behavior among 5-6 year old children. The study highlights the importance of addressing self-regulation skills in interventions aimed at encouraging prosocial behaviors in children and emphasizes the need for preventive measures regarding the negative effects of digital games.
- In their phenomenological study, Duran MAVİ, Hakan TOPALOĞLU, Oya USLU ÇETİN, and Gamze TUTİ (2023) explored the impact of mentoring on the self-efficacy of school principals. Data from eight principals in Kahramanmaraş province highlighted that mentoring significantly enhances principals' managerial, instructional, and ethical competencies. The findings contribute to the literature on professional development and self-efficacy among principals, offering suggestions for policymakers and researchers on formalizing and implementing mentoring programs.
- In their study, Seçil İNANLI and Ayşegül METİNDÖĞAN (2023) used media diaries to explore the media exposure of preschool-age children. The research aimed to understand the relationship between children's media use duration and their prosocial/aggressive behavior. Results revealed an increase in aggressive behavior with more video game use, and a decrease in time spent on enriching activities. The study provided valuable insights into the factors associated with children's media habits at home.
- In their meta-analysis study, Erdal TOPRAKCI, Aysun AKÇAY GÜNGÖR, and Akın GÜNGÖR (2023) explored the relationship between gender and organizational justice perception in educational organizations. Analyzing 86 theses with a total sample of 37,192 participants, the study revealed a significant gender-based difference favoring men in organizational justice perception. The consistent findings across various moderators suggest a need for causally-determining studies, and educational administrators are encouraged to focus on improving organizational justice perceptions, particularly among women, through enhanced efforts.

- Tuğba BAŞ and Ege AKGÜN (2023) conducted a mixed-method study to examine maternal self-efficacy, its correlations with general self-efficacy, and interactions with children. Involving 251 mothers quantitatively and 20 mothers qualitatively, the study found that mothers with girls had higher self-efficacy. Positive correlations were observed between general self-efficacy and parenting self-efficacy. Mothers with low parenting self-efficacy focused more on "success," while those with high self-efficacy emphasized "sensitivity," "achievement orientation," and "game interaction."
- Ayfer Sayın and Deniz Melanlıoğlu's (2023) study examined Turkish items in the High School Entrance System (LGS) since 2018. Analyzing 100 items from 2018 to 2022, the study observed a decrease in test difficulty, an overall decrease in discrimination, and variations in item lengths, with an average increase. The content primarily comprised informative texts, occasionally featuring poetry and narrative texts.
- Eda ZENGİNAL and Elif Bengi ÜNSAL ÖZBERK conducted a study on the impact of the Positive Psychotherapy-Based 0-6 Age Family Education Program on parents with children aged 0-6. The sample included 34 parents from various Turkish provinces. The program, consisting of four online sessions, positively increased participants' knowledge and awareness levels, parental competencies, and reduced parental stress, authoritarian, and protective attitudes. No significant difference was observed in democratic and permissive parental attitudes. Data analysis involved t-tests, frequency and percentage analysis, and content analysis.

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 sincerely thank our esteemed readers and researchers for their valuable interest. As we anticipate that the year 2024 will bring brightness to our country and humanity, we joyfully welcome the year 2024, expressing our wishes for peace and tranquility for all.

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