**Editorial: e-KJER April 2024 Issue**

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Dear readers and researchers,

We are proud and honored to present to you the first issue of the eleventh volume of the eKafkas Journal of Educational Research (e-KJER), the result of the devoted and disciplined work of the new editorial board with international and national participation, field editors, reviewers, and the journal team in April 2024. e-KJER is proud to share that it has been accepted by new indexes such as EBSCO and H.W. Wilson Databases, indicating that the journal is on its way to becoming one of the significant journals in Educational science. This issue contains 15 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.

Table 1.
Research topic and key findings

| Research Topic | Key Findings | Source |
|----------------|--------------|--------|
| Effectiveness of Online Education | Online education is effective in improving EFL writing skills. | Oğuz, E. (2024) |
| Empowerment of School Management | Principals require strong communication skills and a clear vision. | Mataboge, S.K.C., & Mahlangu, V.P. (2024) |
| Teachers' Perceptions of New-Generation Items | Teachers have varying opinions on new-generation items. | Selçuk, Karakaya & Yılmaz (2024) |
| Impact of RETA Model on STEM Attitudes | The RETA model can influence STEM attitudes and effective lesson planning. | Türker-Biber, B., & Saralar-Aras, İ. (2024) |
| Storytelling in Science Education | Storytelling can enhance understanding of science concepts. | Ertaş, H. & Bilici, K. (2024) |

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Table 1. continuing

| Organizational Outcomes of Ethical Leadership | Ethical leadership positively influences organizational justice and job satisfaction. | Kılıç, M. E, Kılıç. M. Y. & Uzunyaylalı, M. E. (2024) |
|---|---|---|
| Teacher Vulnerability and Self-Confidence | Teacher vulnerability varies depending on several factors. | Karabulut, N. & Balcı, A. (2024) |
| Mothers' Perceptions and Children's Self-Concept | Mothers' perceptions affect children's self-concept, with gender differences observed. | Hamiden Karaca, N., Çelik, F. N. & Kaya,Ü. Ü. (2024) |
| TPACK Framework | The TPACK framework can significantly influence teaching practices. | Karaduman, T. & Akman, B. (2024) |
| Distance Education and Language Skills | Distance education may negatively impact language skills. | Damar, M. (2024) |
| Reading and Comprehension Activities | Reading activities play a crucial role in enhancing comprehension skills. | Bozan, M. A. (2024) |
| Teaching Motivation and Life Satisfaction | Teaching motivation is positively correlated with life satisfaction. | Kaya, N., Yağan, F., Çenesiz, G. Z. & Taşdelen Karçkay, A. (2024) |
| Augmented Reality Applications | Augmented reality is more effective than traditional methods in science learning. | Altınkaynak, H. & Özel, Ö. (2024) |
| Reflecting on Teaching Experiences | Reflecting on teaching experiences helps future teachers improve their practice. | Yaprak, Z. (2024) |
| ADHD's Impact on Reading Skills | ADHD may negatively impact reading skills. | Ece Bülbül, N. & Çuhadar, S. (2024) |

- Oğuz, E. (2024) challenges misconceptions about online education by demonstrating its effectiveness in teaching English as a Foreign Language (EFL) writing skills. Sixteen undergraduate students received online EFL writing lessons for two months via Google Classroom. Results show that participants experienced improved feedback quality and quantity, enhanced interaction, and better group work, leading to superior learning outcomes. This study underscores the transformative potential of online platforms in shaping the future of education.

- Mataboge, S.K.C., & Mahlangu, V.P. (2024) conducted a study to determine the role of principals in empowering school management teams. Data from 55 principals in South Africa's Tshwane-West District were collected via questionnaires, literature review, and interviews. Key findings highlight the importance of principals possessing attributes such as strong communication skills, a clear vision, and a focus on teaching and learning. However, shortcomings include a lack of assertiveness and reluctance to share power. The implications extend to policymakers and schools, offering insights to strengthen policies and practices for better school performance.

- Selçuk, Karakaya & Yılmaz (2024) aimed to gauge teachers' opinions on the new-generation items introduced in education following the shift from TEOG to LGS in 2018. With 192

participants from 23 fields, a mixed-method strategy was employed. Results showed a split among teachers, with 39% denying and 61% acknowledging new-generation items. Notably, no significant correlation was found between teachers' backgrounds and their perception of these items. Qualitative analysis revealed seven themes, emphasizing the focus on formal reading comprehension and higher-order thinking skills in new-generation items.

- Türker-Biber, B., & Saralar-Aras, İ. (2024) examined how the RETA model affects senior-grade pre-service teachers' STEM attitudes. With 65 participants from a Turkish public university, the research used a STEM attitude scale, RETA-based lesson evaluation rubric, and interviews. Results showed a positive correlation between RETA and effective lesson planning. Participants expressed increased interest in innovative teaching strategies and 21st-century skills integration. Post-course assessments indicated improved attitudes, recognizing RETA's potential to promote equity in teaching. This research offers insights for pre-service teachers to enhance their pedagogical approaches with digital technologies.

- In the study by Ertaş, H. & Bilici, K. (2024), the researchers aimed to enhance third graders' understanding of the nature of science using children's literature. Eighteen third graders (12 females, 6 males) aged 8-9 participated. Data were collected through questionnaires, reflective journals, and interviews over seven weeks. Students engaged in nature of science activities and read literature emphasizing these concepts. Initially, students held misconceptions, but after the intervention, their understanding improved significantly. Storytelling proved effective in enhancing their grasp of the nature of science.

- Kılıç, M. E, Kılıç. M. Y. & Uzunyayalı, M. E. (2024) explored how ethical leadership affects organizational justice, citizenship, and job satisfaction among 488 teachers. Data collected using various scales confirmed their reliability. Structural equation modeling tested research hypotheses, showing that ethical leadership positively influences organizational justice, citizenship, and job satisfaction. Results indicate the importance of ethical leadership in shaping organizational outcomes.

- Karabulut, N. & Balcı, A. (2024) investigated the link between organizational vulnerability and self-confidence levels among teachers in public secondary schools in Ankara. Using a relational survey and causal comparative models, data were collected from 377 teachers sampled from nine central districts. Findings showed that teachers exhibited higher levels of defenselessness compared to sadness, incompetence, and intolerance. Organizational vulnerability did not significantly vary by gender, school type, professional experience, or union membership but did by education level and branch. Self-confidence did not significantly differ by gender, union membership, education level, or school type but did by branch and professional experience. There was a low, negative correlation between incompetence and intrinsic and extrinsic self-confidence. However, self-confidence did not significantly predict organizational vulnerability.

- Hamiden Karaca, N., Çelik, F. N. & Kaya,Ü. Ü. (2024) examined the relationship between mothers' perceptions of risky play in preschoolers and children's self-concept, with a focus on gender differences. Using a relational survey model, data were collected from 257 volunteer children and their mothers. Results showed a positive correlation between children's self-concept and mothers' perceptions of risky play, particularly in terms of beliefs about risky play. Gender differences were observed, with girls' self-concept correlating significantly with various aspects of risky play, while boys' self-concept correlated mainly with beliefs about risky play. Suggestions based on the findings were provided.

- Karaduman, T. & Akman, B. (2024) conducted a comprehensive review analyzing 36 studies, delving into the Technological Pedagogical Content Knowledge (TPACK) framework across diverse educational environments. Employing the PRISMA method, the review primarily examines pre-service and in-service teachers, emphasizing the intricate nature of TPACK

research. Through a thorough examination, the review considers demographic factors, technological aspects, and methodological strategies, revealing a range of approaches, characteristics, and emerging trends. Notably, the majority of studies utilized non-probability sampling methods, underscoring the need for standardized sampling techniques to facilitate cohesive comparisons and synthesis of results. The findings underscore the importance of refining research inquiries and data management practices to ensure the accuracy and dependability of outcomes. Moreover, future investigations should continue exploring the intricate connections between TPACK and instructional methodologies, alongside its potential influence on student learning outcomes.

- Damar, M. (2024) examined how the language skills of second-grade students, who underwent initial literacy education via distance learning during the pandemic, were affected. Through interviews with 18 teachers who transitioned from teaching first grade remotely to second grade in the subsequent year, the study found that students' listening, speaking, reading, and writing skills were negatively impacted by the limitations of distance education. This led to deficiencies in their second-grade performance compared to previous years.

- Bozan, M. A. (2024) explored how reading and comprehension activities are conducted in primary schools in Turkey and their impact on students. It involved 207 students and eight teachers, gathering data through comprehension tests and teacher interviews. Results show that teachers often use rewards to promote reading habits and implement activities to enhance comprehension skills. Notably, 70.53% of students struggled with comprehension questions, highlighting a significant issue.

- Kaya, N., Yağan, F., Çenesiz, G. Z. & Taşdelen Karçkay, A. (2024) examined how teaching motivation and life satisfaction among teacher candidates are related and whether psychological well-being mediates this relationship. 618 volunteer teacher candidates participated, mostly female (54.4%). Results show that teaching motivation, psychological well-being, and life satisfaction are positively correlated. Teaching motivation and psychological well-being predict life satisfaction, with psychological well-being partially mediating the relationship. Together, teaching motivation and psychological well-being explain about 60% of the variance in life satisfaction. Improving teacher candidates' psychological well-being could strengthen the link between teaching motivation and life satisfaction.

- Altınkaynak, H. & Özel, Ö. (2024) investigated how the Quiver app affects science learning in preschoolers. Using an experimental design, 40 children from two kindergartens were randomly assigned. Pre- and post-tests, conducted with five checklists, measured learning before and after interventions. Analysis showed significant improvement in science learning with augmented reality compared to traditional methods, particularly in topics like the water cycle and plant life cycles. No significant difference was found in knowledge of frog life cycles and sea creatures between experimental and control groups.

- Yaprak, Z. (2024) investigated how reflecting on teaching experiences helps future teachers improve. Ten student teachers used tools like a self-assessment app and video blogs to reflect on their classroom practice. The researchers analyzed both numerical data (like how often they reflected) and written discussions to see how reflecting with others influenced the student teachers. The results showed that reflecting regularly with classmates helped them better understand their teaching style, beliefs, and the classroom environment. This collaborative reflection made them more confident in reflecting, sharing their experiences, and applying what they learned to solve problems in their classrooms.

- Ece Bülbül, N. & Çuhadar, S. (2024) conducted a review research on children with ADHD that often struggle in school. Studies suggest this might be linked to difficulties understanding

spoken information (listening comprehension) and reading. This review explores how ADHD might impact these skills, which are both crucial for learning to read well.

We are honored to see that the interest of valuable researchers towards our journal is increasing day by day. It is extremely important that the articles submitted to our journal are original and of high quality. As a matter of fact, the primary goal of our journal is to publish qualified research in the field of education in accordance with scientific ethical values. In line with this goal, our journal is indexed by important indexes such as Ulakbim TR Index, EBSCO (Discovery Service Indexes), Central & Eastern European Academic Source / Database Coverage List, Education Source Ultimate Database Coverage List / EBSCO, H. W. Wilson Databases (Education Full Text Database Coverage List), DOAJ, Sharpe Romeo. In addition, our journal continues with all efforts and determination to meet the ERIC and SSCI indexing conditions. In this regard, we kindly request that valuable authors take our sensitivity into account. We would like to thank dear readers and researchers once again for their interest. Wishing that 2024 will bring bright days to our country and to all humanity, we celebrate April 23 National Sovereignty and Children's Day and wish all children and humanity to live in peace and tranquility.

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