

# OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



# OJER

OJER: <http://ojer.ogu.edu.tr>

Osmangazi Journal of Educational Research is  
published by Institute of Education in Eskişehir  
Osmangazi University, Turkey

---

---

**OSMANGAZİ JOURNAL OF  
EDUCATIONAL RESEARCH  
(OJER)**

---

---



**JER**

**Volume 8, Number 2, Fall 2021**

---

**Correspondence Address**

OJER Dergisi, Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri  
Enstitüsü, Meşelik Yerleşkesi, Yabancı Diller Bölümü  
(Spor Salonu Karşısı), 26480 Eskişehir/Türkiye

E-mail: [ojer@ogu.edu.tr](mailto:ojer@ogu.edu.tr) Tel: +902222393750 /ext. 6300,

Fax: +90 222 239 82 05

**Contents**  
**Volume 8, Number 2, Fall 2021**

Contents .....	iii
Articles.....	iii
Editorial Commissions .....	v
Editorial Board .....	vii
Reviewer List .....	x
From the Editor.....	xiii

**Articles**

---

8.2.1. A Study of the Self-Efficacy of English Teachers for Educational Technology Standards .....	<b>1-17</b>
8.2.2. The Mediating Role of Positive Psychological Capital of the Relationship Between Visionary Leadership and Talent Management According to Teacher Perceptions .....	<b>18-38</b>
8.2.3. GeoGames for Transition and Transformation in Environmental Education...	<b>39-52</b>
8.2.4. The Relationship Between Bullying And Students' Mathematics Achievement .....	<b>53-68</b>
8.2.5. Evaluation of 2018 Turkish Language and Literature Curriculum According to Teachers' Opinions (Bursa Province Sample).....	<b>69-97</b>
8.2.6. The Review of Primary School Science Textbooks in the Context of Values..	<b>98-120</b>
8.2.7. Problems and Solutions for Science Education and Training in Secondary School Students with Special Needs in Turkey .....	<b>121-148</b>
8.2.8. An Awareness Study On Judicial/Administrative Crimes That May Occur During Web-Based Education Process .....	<b>149-164</b>
8.2.9. Determining the Views of Students with Chronic Kidney Disease about Online Learning Environment .....	<b>165-179</b>

---

---

8.2.10. Why aren't They at School?: An Analysis of the Student Absenteeism among the High School Students.....	<b>180-198</b>
8.2.11. Problems Faced by School Administrators According to Different Genders.	<b>199-227</b>
8.2.12. A Scale Designed for Specifying Educational Needs of Teachers of Gifted and Talented Students .....	<b>228-246</b>
8.2.13. From Past to Present Gifted and Talented: The Evolution of Terminologies.	<b>247-266</b>

---

## *Editorial Commission*

---

### *Editor-In-Chief*

**M. Zafer BALBAĞ**, Ph.D.

Eskişehir Osmangazi University, TURKEY

E-mail: [zbalbag@ogu.edu.tr](mailto:zbalbag@ogu.edu.tr)

Tel: +90-222-239 3750 (ext. 6300)

Fax: +90-222-239 82 05

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Meşelik Yerleşkesi  
26480 Eskişehir / TURKEY

### *Editor-In-Chief Assistant*

**Emre EV ÇİMEN**, Ph.D.

Eskişehir Osmangazi University, TURKEY

E-mail: [evcimen@ogu.edu.tr](mailto:evcimen@ogu.edu.tr)

Tel: +90-222-239 3750 (ext. 6302)

Fax: +90-222-239 82 05

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Meşelik Yerleşkesi  
26480 Eskişehir / TURKEY

### *Editor-In-Chief Assistant*

**Hamit ÖZEN**, Ph.D.

Eskişehir Osmangazi University, TURKEY

E-mail: [hamitozen@hotmail.com](mailto:hamitozen@hotmail.com)

Tel: +90-222-239 3750 (ext. 6302)

Fax: +90-222-222 239 82 05

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Meşelik Yerleşkesi  
26480 Eskişehir / TURKEY

## ***Editorial Assistants***

**Aliye Nur ERCAN GÜVEN**, Ph.D.

Eskişehir Osmangazi University, TURKEY

E-mail: [alivenurercan@gmail.com](mailto:alivenurercan@gmail.com)

Tel: +90-222-239 3750 (ext.1657)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir / TURKEY

**Z. Melis DEMİR**, Researcher

Eskişehir Osmangazi University, TURKEY

E-mail: [zmelisdemir@gmail.com](mailto:zmelisdemir@gmail.com)

Tel: +90-222-239 3750 (ext.1646)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir / TURKEY

**Elif TUNÇEL**, Researcher

Eskişehir Osmangazi University, TURKEY

E-mail: [eliftuncel@gmail.com](mailto:eliftuncel@gmail.com)

Tel: +90-222-239 3750

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir / TURKEY

**Hatice DELİ**, Researcher

Eskişehir Osmangazi University, TURKEY

E-mail: [haticedeli501@gmail.com](mailto:haticedeli501@gmail.com)

Tel: +90-222-239 3750 (ext.1663)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir / TURKEY

## ***Proofreaders***

**Onur ERGÜNAY**, Ph.D.

Eskişehir Osmangazi University, TURKEY

E-mail: [oergunay@gmail.com](mailto:oergunay@gmail.com)

Tel: +90-222-239 3750

Postal Address: Eskişehir Osmangazi Üniversitesi, Yabancı Diller Bölümü, Meşelik Yerleşkesi  
26480 Eskişehir / TURKEY

---

## ***Editorial Board***

**İsmail ACUN**, Ph.D. / Department of Social Studies Education, Eskişehir Osmangazi University, TURKEY

**Hüseyin ANILAN**, Ph.D. / Department of Primary Education, Eskişehir Osmangazi University, TURKEY

**Eyüp ARTVİNLİ**, Ph.D. / Department of Social Studies Education, Eskişehir Osmangazi University, TURKEY

**Mustafa Zafer BALBAĞ**, Ph.D. / Department of Mathematics and Science Education, Eskişehir Osmangazi University, TURKEY

**Gülşay BOZKURT**, Ph.D. / Department of Mathematics and Science Education, İzmir Demokrasi University, TURKEY

**Esra BUKOVA GÜZEL**, Ph.D. / Department of Mathematics and Science Education, Dokuz Eylül University, TURKEY

**Salih ÇEPNİ**, Ph.D. / Department of Mathematics and Science Education, Uludağ University, TURKEY

**Zühal ÇUBUKÇU**, Ph.D. / Department of Educational Sciences, Eskişehir Osmangazi University, TURKEY

**Esra EREN**, Ph.D. / Department of Computer and Instructional Technology, Eskişehir Osmangazi University, TURKEY

**Onur ERGÜNAY**, Ph.D. / Department of Foreign Language, Eskişehir Osmangazi University, TURKEY

**Ali ERSOY**, Ph.D. / Department of Primary Education, Anadolu University, TURKEY

**Emre EV ÇİMEN**, Ph.D. / Department of Mathematics and Science Education, Eskişehir Osmangazi University, TURKEY

**Ali İlker GÜMÜŞELİ**, Ph.D. / Department of Educational Sciences, Okan University, TURKEY

**Dave HILL**, Ph.D. / Visiting Professor of Critical Education Policy and Equality Studies, University of Limerick, IRELAND

**Oana-Ramona ILOVAN**, Ph.D. / Babeş-Bolyai University, ROMANIA

**Hélia JACINTO**, Ph.D. / Department of Mathematic Education, Lisbon University Lisbon, PORTUGAL

**Ahmet KAÇAR**, Ph.D. / Department of Mathematics and Science Education, Kastamonu University, TURKEY

**Ersin KARADEMİR**, Ph.D. / Department of Mathematics and Science Education, Eskişehir Osmangazi University, TURKEY

**Semra KIRANLI GÜNGÖR**, Ph.D. / Department of Educational Sciences, Eskişehir Osmangazi University, TURKEY

**Aikaterini KLONARI**, Ph.D. / University of the Aegean, GREECE

**Peter R. LITCHKA**, Ph.D. / Loyola University Maryland, School of Education, Educational Leadership Program, USA



**Russ MARION**, Ph.D. / Clemson University, School of Education, Educational Administration, USA

**Macit Ayhan MELEKOĞLU**, Ph.D. / Special Education, Eskişehir Osmangazi University, TURKEY

**Hamit ÖZEN**, Ph.D. / Department of Educational Sciences, Eskişehir Osmangazi University, TURKEY

**Uğur SAK**, Ph.D. / Department of Special Education, Anadolu University, TURKEY

**Jesus Granados SÁNCHEZ**, Ph.D. / University of Girona, SPAIN

**Emilia SARNO**, Ph.D. / ANSAS Molise – University of Molise, ITALY

**Melih TURĞUT**, Ph.D. / Department of Teacher Education, Norwegian University of Science and Technology, NORWAY

**Lieven VERSCHAFFEL**, Ph.D. / Centre for Instructional Psychology and Technology, Katholieke Universiteit Leuven (KU Leuven), BELGIUM

**Witold WILCZYŃSKI**, Ph.D. / Pedagogical University of Kraków, POLAND

**Kürşat YENİLMEZ**, Ph.D. / Department of Mathematics and Science Education, Eskişehir Osmangazi University, TURKEY

**Zeynep YURTSEVEN AVCI**, Ph.D. / Department of Computer and Instructional Technology, Eskişehir Osmangazi University, TURKEY

---

*\*Editorial Board members are alphabetically ordered by last names*

---

### ***Reviewer List for Volume 8, Number 2, Fall 2021***

---

<b>Rukiye Adanalı, Ph.D.</b>	Muğla Sıtkı Koçman University, TURKEY
<b>Ahmet Oğuz Akçay, Ph.D.</b>	Eskişehir Osmangazi University, TURKEY
<b>Emel Güvey Aktay, Ph.D.</b>	Muğla Sıtkı Koçman University, TURKEY
<b>Ash Görgülü Arı, Ph.D.</b>	Yıldız Technical University, TURKEY
<b>Halit Arslan, Ph.D.</b>	Anadolu University, TURKEY
<b>Mustafa Çelik, Ph.D.</b>	Kütahya Dumlupınar University, TURKEY
<b>Osman Çil, Ph.D.</b>	Ahi Evran University, TURKEY
<b>Mahmut Çitil, Ph.D.</b>	Gazi University, TURKEY
<b>Gökhan Demirhan, Ph.D.</b>	Uşak University, TURKEY
<b>Erol Duran, Ph.D.</b>	Uşak University, TURKEY
<b>Sabiha Dulay, Ph.D.</b>	Bahçeşehir University, TURKEY
<b>Fitnat Gürgil, Ph.D.</b>	Gazi University, TURKEY
<b>Ufuk Güven, Ph.D.</b>	Düzce University, TURKEY

---

*\*Reviewer List is alphabetically ordered by last names*

---

### ***Reviewer List for Volume 8, Number 2, Fall 2021***

---

<b>Nejat İra, Ph.D.</b>	Kocaeli University, TURKEY
<b>Mine Sönmez Kartal, Ph.D.</b>	Eskişehir Osmangazi University, TURKEY
<b>Zeynep Kılıç, Ph.D.</b>	Eskişehir Osmangazi University, TURKEY
<b>Seval Koçak, Ph.D.</b>	Uşak University, TURKEY
<b>Uğur Sak, Ph.D.</b>	Anadolu University, TURKEY
<b>Yılmaz Sarier, Ph.D.</b>	Ministry of National Education, TURKEY
<b>Erol Sözen, Ph.D.</b>	Düzce University, TURKEY
<b>İrfan Süral, Ph.D.</b>	Eskişehir Osmangazi University, TURKEY
<b>Emine Aysin Şenel, Ph.D.</b>	Anadolu University, TURKEY
<b>Esra Tekel, Ph.D.</b>	Afyon Kocatepe University, TURKEY
<b>Sezen Tofur, Ph.D.</b>	Manisa Celal Bayar University, TURKEY
<b>Tuğba Yanpar Yelken, Ph.D.</b>	Mersin University, TURKEY
<b>Gamze Yavuz Konokman, Ph.D.</b>	Bartın University, TURKEY

---

*\*Reviewer List is alphabetically ordered by last names*

© All rights reserved by Institute of Education, Eskişehir Osmangazi University.

---

Osmangazi Journal of Educational Research (OJER) is published by the Institute of Education of Eskişehir Osmangazi University, Turkey.

OJER is an online, open-access, international, scholarly, peer-reviewed journal offering scholarly research articles on various topics in all areas of educational sciences.

All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.

OJER is being published twice a year.

---

“The assurance of the future is based on a solid education, and education is based on the teacher.”

(M. K. Atatürk)

**Dear Readers,**

Teachers, as the professional groups who make great efforts for societies all over the world, have a great duty and responsibility in the development of the individual and therefore in the change of societies. They are the role models and life guides for many people. In addition to teaching, teachers should constantly renew themselves and develop their knowledge and skills in accordance with the needs of the contemporary time. A teacher is one who learns while teaching and teaches while learning and, should always remain as a student in a way. Teachers are always together with the new generations and thus can closely follow the new developments and changes. The first way for teachers to improve themselves in their profession is to follow the latest research results in their fields. Self-improving teachers try to reflect current approaches to their classroom practices and teaching approaches. Teachers should not confine themselves with their undergraduate education, and thus, should continue with graduate education. It is recommended that teachers gain an academic perspective, develop themselves, and do research by following current researches, which will definitely keep them updated in their profession.

As the Institute of Educational Sciences, our main aim is to train people who know the theory and practice in the field of teacher training, human and natural sciences; and establish their balance. Research and applications in the field of educational sciences are designed to create impact-oriented educational communities. Our goal is to promote researches which can turn the strong ideas into practice by putting the individual at the center, that are original, creative, enlightened and that shape the future with the ethical values. Our goal is to train leader teachers who shape the society in line with the Great Leader M.K. Atatürk's statement that “The future is the work of the youth, and the youth is the work of the teachers”. Every year, November 24 is celebrated as Teachers' Day in Turkey, while World Teachers' Day is celebrated on October 5 in the world. Teachers' Day in our country is a celebration day where various activities are organized to honor those who practice the teaching profession. On this occasion, we celebrate the day of our teachers, who work at all levels from pre-school to higher education, who are the teachers of the past and present, and the founders of the future.

In this issue the [\*\*Osmangazi Journal of Educational Research \(OJER\)\*\*](#), there are studies that will contribute to the field of educational sciences that you can read with interest. We would like to express our gratitude to the researchers, the reviewer referees, the editorial board, the journal secretariat and our valuable readers who examined our journal and reached us via e-mail. [\*\*OJER\*\*](#) is on the way to be an international magazine that will be scanned in stronger indexes with your contributions.

In this second issue of [\*\*OJER\*\*](#) in 2021, there are 13 studies in total, as introduced below:

**The 1<sup>st</sup> article** of this issue is entitled “A Study of the Self-Efficacy of English Teachers for Educational Technology Standards” written by Meryem ARSLAN, Hilal HAMZAÇEBİOĞLU, and Ahmet Oğuz AKÇAY. The purpose of this study is to determine the efficacy of English teachers regarding the use of technology in education on the use of technology in all areas of our lives in order to provide a more effective and fun lesson environment. The results of this study show that English teachers' self-efficacy is low according to technology standards. According to the findings, it can be said that the technology self-efficacy of English teachers does not differ significantly according to gender, years of seniority and the school they work in.

**The 2<sup>nd</sup> article** of this issue is entitled “The Mediating Role of Positive Psychological Capital of the Relationship Between Visionary Leadership and Talent Management According to Teacher Perceptions” written by Kübra ÖZDİLEK, Semiha SAHİN. The aim of this study is to investigate the mediating role of teachers' positive psychological capital levels in the relationship between visionary leadership and talent management competency of school principals according to the perceptions of teachers working in secondary education institutions. The study was carried out with 287 teachers working in the official secondary schools of the Ministry of National Education within the borders of Büyükçekmece and Çatalca districts of Istanbul province in the 2017-2018 academic year. In the research, the Visionary Leadership Scale, Talent Management Scale in Education and Positive Psychological Capital Scale were used as data collection tools. According to the teachers' perceptions, it was determined that the positive psychological capital levels of the teachers showed a partial mediator role in the relationship between school principals' visionary leadership and talent management.



**The 3<sup>rd</sup> article** of this issue is entitled “GeoGames for Transition and Transformation in Environmental Education” written by Eyüp ARTVİNLİ and Leyla DÖNMEZ. Environmental education is an increasingly important subject in schools that should be dealt with since early childhood. Looking at the life science course curriculum, it is aimed to educate individuals who are sensitive, environmentally conscious, and provide conscious consumption of resources. For this reason, it is of great importance for the child to be a conscious individual by taking care of the environment in which he / she is located first. In today's world, this educational process demands a deep interest that cannot be carried out only in the classroom environment. At the same time, in order to appeal to the children of this age in the changing and developing world, teaching with appropriate approaches to their world is valuable in terms of the sustainability of learning. This study covers an analysis aimed at achieving the attainments related to environmental education included in the life science curriculum through GeoGame. In this study, the life science course curriculum was examined by analysing the content through document review. Among the results of this research is that GeoGame is in a form that teaches while entertaining and entertains when learning with the achievements included in the curriculum of life science in early childhood decency.

**The 4<sup>th</sup> article** of this issue is entitled “The Relationship Between Bullying and Students’ Mathematics Achievement” written by Ufuk GÜVEN, Yasin Çağlar ÖZ, and Mustafa KÖKER. This research aims to examine the impact of physical bullying on the academic achievements of 8<sup>th</sup> graders in mathematics. Another purpose of the study is to compare the incidence rates of physical bullying in different countries and examine the effect of physical bullying on achievement in different countries. TIMSS 2019 student data from the TIMSS database, was used in the study. The study group was selected by a two-stage method among the students who participated in the TIMMS 2019 exam at the 8<sup>th</sup> grade level. The selected countries are the UK, Turkey, and Qatar. 10927 students (3144 students from the UK, 4009 from Turkey, and 3774 from Qatar) constitute the study group. According to the findings, it was found that there was a statistically significant and negative relationship between the frequency of bullying and student success. Another finding is exposure to physical bullying by country. The results revealed that Qatari students were most likely to be physically bullied, while British students were the most unlikely to be physically bullied. Recommendations for parents, students, and school administrators are also included in the study to mitigate the impact of bullying in schools.

**The 5<sup>th</sup> article** of this issue is entitled “Evaluation of 2018 Turkish Language and Literature Curriculum According to Teachers’ Opinions (Bursa Province Sample)” written by Hüseyn Sinan AVCI and Zühal ÇUBUKÇU. This study aims to evaluate the Turkish Language and Literature Lesson Curriculum which was put into use in 2018/2019 school year by the views of literature teachers. Teacher opinions about the components of the curriculum were collected, failing parts of the curriculum that were identified from the data and then teachers’ recommendations to fix those failing were revealed. In this descriptive research, it was aimed to collect opinions of the branch teachers and to evaluate the curriculum according to the gathered data. In the conclusion of the research, bringing back the previous program’s chronological, literary era-based subject arrangement, instead of newly presented genre - based subject arrangement would be the most crucial step to have integrity on content and to make sense of the subjects better for the students.

**The 6<sup>th</sup> article** of this issue is entitled “The Review of Primary School Science Textbooks in the Context of Values” written by Melahat Cansu POLAT and Nurhan ATALAY. The curriculums, which are one of the concrete criteria of the quality of education, play an active role in achieving this goal. The gains in the curricula should include acquisitions aimed at reducing social problems. The permanence of early learning indicates the importance of including values in the gains, in other words, the implementation of value education. Reviewing the existing programs' gains is important in guiding the program developers and the textbooks towards including values education. This study examines the values in the primary school 3rd and 4th-grade science textbooks in the 2020-2021 academic year and determines their distributions and ratios. The results showed that ten core values identified in the curricula are not adequately addressed and are unevenly distributed in the reviewed textbooks. Therefore, it is suggested that the core values identified for the content of the textbooks should be included at a sufficient level and that they should be distributed evenly.

**The 7<sup>th</sup> article** of this issue is entitled “Problems and Solutions for Science Education and Training in Secondary School Students with Special Needs in Turkey” written by M. Zafer BALBAĞ and Kadir AKSOY. In this study, it is aimed to examine the research published between 2015 and 2020, which has content related to the problems encountered for science education and training in secondary school students with special needs in Turkey and solution suggestions. With this purpose, a literature review was performed and 52 studies on the subject were included. The findings are classified into two sub-themes



as "problems" and "solution suggestions". "Problems" theme is divided into five categories as originating from the teacher, originating from the student, originating from the environmental conditions, originating from the curriculum and origination from the family. "Solution suggestions" theme is divided into six categories as teacher-oriented, student-oriented, physical environment-oriented, curriculum-oriented, family-oriented, and researcher-oriented.

**The 8<sup>th</sup> article** of this issue is entitled "An Awareness Study On Judicial/Administrative Crimes That May Occur During Web-Based Education Process" written by Nida BAYINDIR and Levent SELVİ. Within the current pandemic environment, distance education has become a process where those who teach and learn by using information technologies come together in virtual classrooms regardless of location. However, users inevitably face ethical and security problems. Therefore, a teacher who uses information technologies should be aware that they can negatively affect the individual and the society. The study covers the descriptive analysis of crimes regarding violation of education and training rights in the 2019-2020 academic year with document analysis technique. In the study, by examining the constitution, law, regulation, declaration, international treaty and contract, statutes, regulations, customs, scientific opinions, judicial decisions, etc. that guarantee the rights and freedoms related to education, the articles concerning obscenity, insult, privacy, the right to education and freedom and limits of communication were taken as themes, and some judgments were made. The results showed that both teachers and students may display negative behaviours that prevent students' education rights, restrict communication freedom, violate family privacy, involve obscenity and insult, etc. Thus, it is recommended that cyber awareness training should be given to teachers.

**The 9<sup>th</sup> article** of this issue is entitled "Determining the Views of Students with Chronic Kidney Disease about Online Learning Environment" written by M. Serhat SEMERCİOĞLU, Ufuk AKKURT, and Uğur SARUHAN. This study was carried out to evaluate the educational experiences of students who are at risk due to the pandemic and who have chronic renal impairment, during the pandemic process. The sample of our study consists of 5 students with chronic renal impairment between the ages of 13 and 16, registered in an organ transplant center, and studying at public schools affiliated with the Ministry of National Education in the 2020-2021 academic year. The data was collected and analyzed through a semi-structured form. The majority of the participants stated that

they could not go to school enough, their priority was education and health, they wanted face-to-face education, they had difficulty in understanding the lessons in face-to-face education, and they wanted to receive education at home and dialysis center. As a result, students in this group cannot get efficiency from distance education. Considering the dialysis days and hours of the students in this group, a new formal education program can be created and more efficient education can be provided.

**The 10<sup>th</sup> article** of this issue is entitled “Why aren’t They at School?: An Analysis of the Student Absenteeism among the High School Students” written by Özge ÖZTEKİN BAYIR and Ahmet AYPAY. The aim of this study is to reveal the reasons for high school students’ absenteeism. The participants are 1037 high school students attending eight high school with the highest rate of absenteeism. The reasons for absenteeism were categorized as follows: (i) health-related problems, (ii) environment-related factors, (iii) school and school administrator-related reasons, (iv) student-related reasons, (v) friends-related reasons, (vi) teacher-related reasons, and (vii) family-related reasons. The findings of the study indicate that among the reasons for the absenteeism of students, the reasons related to health problems have the highest average. The lowest average is found to be the family-related reasons.

**The 11<sup>th</sup> article** of this issue is entitled “Problems Faced by School Administrators According to Different Genders” written by Veli DENİZ, Çiğdem OKTAR, and Hamit ÖZEN. In this research, it was aimed to determine the problems that school principals and vice-principals experienced in schools they work. Eight school principals and eight vice-principals during the spring semester of 2019-2020 academic year participated in this research. According to the findings, the problems faced by school administrators with their colleagues, were examined in three categories: administration, human relations, and academically and field proficiency levels. It was found that almost all of the problems experienced were reported by the vice-principals without gender exception. This situation, with a different discourse; indicated that the subordinates had problems with their superiors. Another important point to be expressed is; although there are problems in both genders, considering the negative effects of these problems in terms of the depth and functioning of the school, it can be said that the negative relationships of female school administrators with their colleagues and the psychological damage they have caused to the communication channels are more severe than males.

**The 12<sup>th</sup> article** of this issue is entitled “A Scale Designed for Specifying Educational Needs of Teachers of Gifted and Talented Students” written by Cavide DEMİRCİ and Güzin İĞCİ. The purpose of the study is to develop a valid and reliable scale specifically designed for identifying the educational needs of the teachers of gifted and talented students. The study group is composed of 343 teachers from 18 branches employed at the Science and Art Centers (BİLSEM). At the end of the study which has passed through the stages of qualitative data collecting and during which the psychometric features of the proposed scale have been analysed, a 5-point Likert scale has been developed having 65 items and one factor, a good level of explained variance (66%), and high level of validity and reliability (Cronbach-Alpha .99).

**The 13<sup>th</sup> article** of this issue is entitled “From Past to Present Gifted and Talented: The Evolution of Terminologies” written by Ebru İLİMAN GÜLLÜHALI, Gamze İNCİ, Rukiye BALTAÇI, and Meral MELEKOĞLU. The phenomenon of giftedness has been expressed in many different terms with the characteristics of dominant culture since it began to be wondered and studied. While the term giftedness is defined very strictly by adhering to numerical measurements, over time it is defined with a more flexible perspective as types of intelligence tests increased. The concept of giftedness has been a curious subject in various disciplines such as sociology and psychology. The term giftedness consists of three stages. These are; the theological stage, the metaphysical stage, and the experimental stage. Studies in this area date back to Ancient Sparta, Ancient Greece, Renaissance Europe, China, and Japan. Galton and Simon are among the first scientists who studied about giftedness. The phenomenon of giftedness does not have a certain term agreed upon in both literature and law. But terms such as gifted, talented, giftedness, gifted and talented, high ability are used as synonyms interchangeably. In Turkey, the term “special talent” which includes gifted and talented has been used in law since 2013.

See you in the next issue....

“Stay with Science, Stay with Us”

**M. Zafer BALBAĞ, Ph.D.**  
**Editor In Chief**

Director at Institute of Education  
Eskişehir Osmangazi University, Turkey