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AIM AND SCOPE

The Journal of Teacher Development and Education (JTDED) is an international peer reviewed journal which aims to enhance and contribute knowledge related to education. JTDED publishes research papers, reviews, and argumentative essays on education. It is expected that the papers published in (JTDED) will raise issues related to teacher education in various field areas; open up discussions related to those issues; suggest different methods of handling those issues or solving the related problems. It is also hoped that the studies published in JTDED will enhance the basis for timely discussions on the various areas of education, and give direction to educational research and practices. The paper accepted for (JTDED) DOI numbers assigned and will be published **free of charge and with open access**. JTDED is an international peer-reviewed journal published twice a year, **in June and December**. The peer-reviewing process, (JTDED) uses the double-blind review method for all studies sent for publication.

Once the paper is submitted to the journal system, it will be assessed for suitability by the editor, and then it will be double-blind peer-reviewed by independent, anonymous expert reviewers, each delivering at least one report about the paper. In order to ease the review process, the authors are required to prepare and then check that their manuscripts do not include identifying information. Authors are encouraged to use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in (JTDED) need to be carried out in teacher pre-service education, teachers' professional development, and in any subject of educational studies. The research that will be submitted to (JTDED) should include the kind of methods and types:

- Studies can be carried out in any form of quantitative, qualitative, or mixed-method research.
- Literature analyses, meta-analyses, meta-synthesis studies, and book reviews will be considered for review and publication in JTDED.
- Even though JTDED's priority is research papers, other kinds of papers are considered for publication. Attention is paid to the issue that the number or quantity of review papers should not exceed the number of research papers.
- JTDED is published in the English language.

Being respectful to the ethical codes of academic research, copyrights, and human rights, JTDED accepts research papers, book reviews, and opinion papers for peer-reviewing and publication in the areas of educational studies and teacher education listed below:

1. Professional Development of Teachers
2. Pre-service and in-service teacher education
3. Educational Administration and Leadership
4. Educational Psychology and Counseling
5. Curriculum and Instruction
6. Quantitative Research and Evaluation Method
7. Philosophical, Social, and Historical Foundations of Education
8. Pre-school (Early Childhood) Education
9. Elementary Education
10. Science and STEM Education
11. Biology Education
12. Physics Education
13. Chemistry Education
14. Mathematics Education
15. Fine Arts Education
16. History Education (History in Education/ History Teaching)
17. Social Studies Education
18. Special Education (and its sub-fields)
19. Other Areas Related to Education and Teacher Training
20. Teacher Education and educational studies (all fields)

FROM EDITOR

Dear colleagues and valuable readers.

We are proud and happy to have published our first issue in the Journal of Teacher Development and Education. Our journal is an internationally reviewed journal that publishes qualified studies in the fields of educational sciences and teacher training, as well as the professional development of teachers, pre-service teacher training, and improving teacher quality in service. Journal of Teacher Development and Education is a journal that aims to contribute to the knowledge in the field of education and teacher training and publishes only qualified studies that have the potential to contribute to the field of education.

In this issue, which is also the first issue of our journal, five articles have been published. The first paper is titled, "The Investigation of the relationship between school principals' self-efficiency perceptions and conflict management styles" authored by Gökhan Siad Mamak and Evrim Erol. The paper aimed to investigate the relationship between principals' self-efficiency and conflict management styles. Conflict management styles were the independent variable whereas self-efficacy was defined as a dependent variable. Five conflict management styles (problem-solving, compromise, avoidance, dominance, and compliance) were found to be significant predictors of principals' self-efficacy.

The second article of this issue is titled "Artificial Intelligence in Education" and the author of the article is Apostolos Syropoulos. Artificial intelligence is a very popular topic nowadays and has the potential to radically change humanity's knowledge, use, and production, especially in formal educational institutions. In this context, artificial intelligence is worthy of study by educators and educational researchers as well as by all sectors. In this study, Syropoulos, after giving a brief history of artificial intelligence, explains the ideas behind artificial intelligence and clarifies how artificial intelligence is used in education and problem-solving processes.

Another article in this issue is "Project on promoting the integration of the Syrian children into the Turkish education system according to school administration and teachers' views" written by Hasan Taşay and Mustafa Erdem. An agreement was signed between the Turkish Ministry of National Education and the Delegation of the European Union to Turkey to provide financial assistance to refugees.

In this qualitative study on the effectiveness of the PIKTES project, which came into force within the framework of this agreement, the views of teachers and school administrators were taken. While the majority of the participants found the PIKTES project positive, some of them found it lacking and others found it insufficient. The participants recommended Turkish language teaching, social and cultural activities, and increasing the schooling rate of Syrian children in pre-school education as it prepares children for primary education within the scope of the PIKTES project.

The fourth article in this issue is written by Abdurrahman Asil and titled "Investigation of publications on stress in educational organizations". The study is a qualitative study in which empirical studies on stress in educational organizations in Turkey are compiled and examined based on document analysis. It was found that there has been an increase in studies on organizational stress since 2014 and the highest number of studies was conducted in 2018. It was found that the relational survey design was used in the majority of the studies, and the most frequently used statistical technique was the t-test.

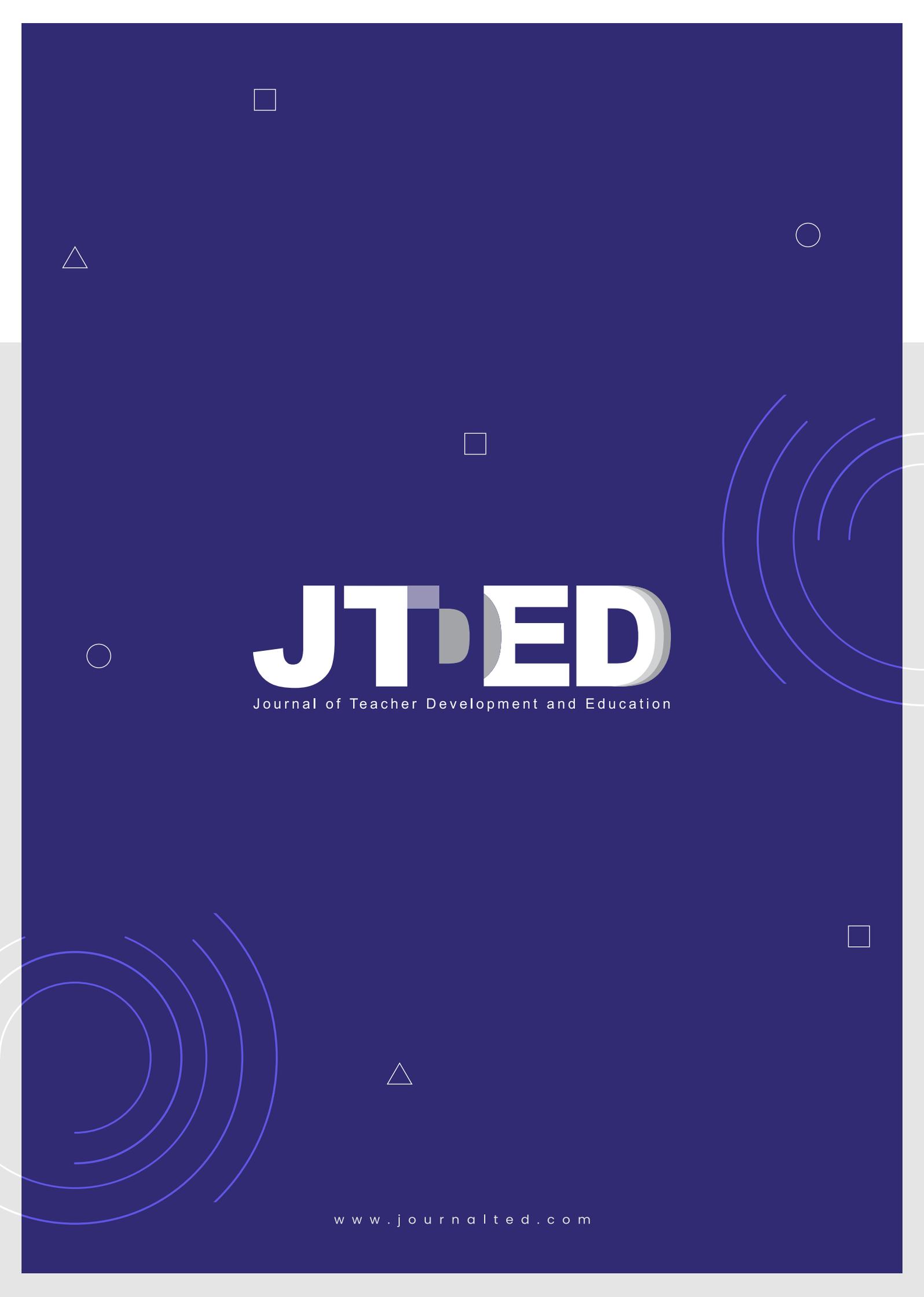
The authors of the last article of this issue are Muhammad Akram and Muhammad Irfan Malik and the title of their study is "Comparing the use of Robert Marzano's model of instructional strategies in the Pakistani context". In this article, Robert Marzano's model of instructional strategies in public and private schools in Pakistan is examined and compared. A causal comparative model was used in the study and the scale was developed by the researchers. In the study conducted on 150 teachers working in public and 150 teachers working in private schools, it was concluded that public and private school teachers, male and female teachers used Marzano's model of teaching strategies at similar levels.

It is possible to conclude that the quality of the articles summarized above and published in the first issue of our journal is at a good level when a general evaluation is made. I would like to take this opportunity to thank the valuable authors who contributed to the field of educational sciences and teacher training and development by submitting articles to the Journal of Teacher Development and Education and the qualified referees who carefully reviewed these articles. In addition, I would like to thank the members of the editorial board for their valuable contributions to improving the quality of the articles. I hope to see you again in the next issue of our journal, which will be published in June 2024.

Dr. Abdurrahman İlğan

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