


# JTED

VOLUME - 2 / ISSUE - 2 / JANUARY 2025



## JOURNAL of TEACHER DEVELOPMENT and EDUCATION

[www.journalted.com](http://www.journalted.com)

ISSN : 3023-5081



Journal of Teacher Development and Education

VOLUME - 2 / ISSUE - 2 / JANUARY 2025

ISSN :3023-5081

Journal of Teacher Development and Education (JTDED)

**EDITOR**

**Dr. Abdurrahman İlğan**  
İzmir Demokrasi University - Turkey

**ASSOCIATE EDITOR**

**Dr. Aylin Kirişçi Sarıkaya**  
İzmir Demokrasi University - Turkey

**ASSISTANT EDITOR**

**Ümit Çağatay**  
Turkish Consulate General in Berlin, Office of Educational Attaché

**PERIOD**

JTDED is an international peer-reviewed journal is published twice a year..  
(June, December)

**PUBLICATION LANGUAGES**

English

**INDEXING**

Eurasian Scientific Journal Index, RootIndexing,  
Scientific Indexing Services, Europub

**GRAPHIC DESIGN**

**Doğan ÇELEBİ**  
Hitit University

**CONTACT**

e-mail: [jtdedjournal@gmail.com](mailto:jtdedjournal@gmail.com)

The responsibility of the papers published belongs to the authors themselves.

[www.journalted.com](http://www.journalted.com)

## EDITORIAL BOARD

**Dr. Andrew J. Hobson**  
University of Brighton - United Kingdom

**Dr. Özlem Ünlühisarcıklı**  
Boğaziçi University - Turkey

**Dr. Muhammad Memon**  
Aga Khan University - Pakistan

**Dr. Nilay Bümen**  
Ege University - Turkey

**Dr. S. M. Hafizur Rahman**  
University of Dhaka - Bangladesh

**Dr. Elife Kılıç**  
Istanbul University-Cerrahapasa - Turkey

**Dr. Turkay Nuri Tok**  
Izmir Demokrasi University - Turkey

**Dr. Sedat Gumus**  
The Education University of Hong-Kong

**Dr. Kadir Demir**  
Georgia State University - USA

**Dr. Muhammad Akram**  
University of the Punjab - Pakistan

**Dr. Albert Jimenez**  
Kennesaw State University - USA

**Dr. Feiye Wang**  
East China Normal University – China

## REVIEWERS OF THIS ISSUE

Dr. Hüseyin Çevik  
Zonguldak Bülent Ecevit University

Dr. Engin Aslanargun  
Düzce University

Dr. Serhat Al  
Ministry of National Education

Dr. Didem Koşar  
Gazi University

## 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 publish the third issue of the Journal of Teacher Development and Education. Our journal is an international refereed journal that publishes qualified studies in educational sciences and teacher training, the professional development of teachers, pre-service teacher training, and improving teacher quality in service. The Journal of Teacher Development and Education aims to contribute to the body of knowledge in the field of educational sciences and teacher training. It publishes only qualified studies that have the potential to contribute to the field of education.

Three articles and one book review were published in this issue of the journal. The first paper is titled "Moving on to a 'New normal': Teacher educators' concerns about blended learning in the post-COVID-19 era" authored by Orit Broza, Nurit Chamo and Liat Biberman-Shalev. This paper delves into the apprehensions of teacher educators (referred to as TEs) concerning Blended Learning (hereafter BL) in higher education during pedagogical evolution, particularly in the post-COVID-19 era. Qualitative analysis of open-ended questionnaires and focus group interviews revealed insights into TEs' concerns. The primary findings illuminate four contexts of concern: discipline, pedagogical methods, socio-emotional aspects, and curricular considerations. The TEs voiced concerns regarding disciplinary positioning, apprehensions about potential compromises to professional autonomy if flexibility and diversity principles are not upheld, comfort in engaging with the emotional facets of their students within the digital environment, and a desire to explore unfamiliar terrains, highlighting the significance of the curricular component to their professional identity.

The second article in this issue is titled "Comparative evaluation of 2018 and 2024 Turkish social studies curricula: A document review," and the authors are Erkan Dinç, Veysi Aktaş, Fatma Ongur, Ali Gökalp, İbrahim Damar, and Servet Üztemur. The purpose of this study is to make a comparative evaluation of the 2018 and 2024 Turkish social studies curricula. The research is a qualitative study based on document analysis. The study documents consist of 2018 and 2024 Turkish social studies curricula. The documents were deciphered using the content analysis technique. Unlike the 2018 Turkish social studies curriculum, the number of learning areas and outcomes was reduced in the 2024 social studies curriculum. As in the 2018 Turkish social studies curriculum, values and skills were given importance in the 2024 curriculum, but it was concluded that literacy skills were critical in the 2024 curriculum.

This issue's third and last article is written by Ayfer Köşker and Yılmaz Tonbul and titled "Developing a power scale based on Etzioni's organizational commitment classification for school principals". This study aims to develop a validated and reliable scale grounded in Amitai Etzioni's organizational compliance framework, addressing a gap in measuring coercive, remunerative, and normative power types in educational leadership.

The analyses were conducted on data from 580 primary school teachers working in public schools. The development and validation process was carried out in multiple steps. The literature was reviewed, in-depth interviews were conducted with school stakeholders, and an item pool was created. The suitability of the scale items for Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) was tested, yielding a Kaiser-Meyer-Olkin (KMO) value of 0.904 and a significant Bartlett's Test of Sphericity result ( $\chi^2= 6350.143$ ,  $df = 105$ ,  $p < 0.01$ ). According to the CFA results ( $\chi^2= 401.849$ ,  $df = 86$ ,  $p < 0.01$ ), the model fit was appropriate, and the correlation between factors and items was found to be satisfactory. Based on the results, a three-factor scale comprising 15 items was developed. School principals' power types were conceptualized as a multidimensional construct with three dimensions: Normative power, remunerative power, and coercive power. As a result of the analyses, it was concluded that the "Scale of Power Types Used by School Principals," defining 15 items across 3 dimensions, is acceptable and applicable.

In this issue, a review of a pioneering book in learning and teaching is also included. The author of the book review is Ilke Evin Gencel, and the authors of the book reviewed are David A. Kolb and Alice Y. Kolb. The book is "The Experiential Educator: Principles and Practices of Experiential Learning. Experiential learning has been studied since the 1800s. David A. and Alice Kolb have synthesized all major studies about experiential learning and transformed it into a unique story accepted worldwide. The Experiential Educator brings together the theory and practice of experiential learning. The book consists of three main parts and sub-chapters. The book's first part focuses on the philosophy of experiential learning, while the second part is about creating learning spaces for experiential learning. The final part exemplifies practical implementations of experiential learning. This study aims to introduce the first edition of this essential book on experiential learning, published in May 2017 and consisting of 581 pages.

It is possible to conclude that the quality of the articles published in the third issue of our journal, which is summarized above, is at a very good level when a general evaluation is made. I want 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 editorial board members who contributed valuable contributions to improve the quality of the articles. I hope to see you again in the next issue of our journal, the fourth issue, which will be published in June 2024.

Prof. Dr. Abdurrahman İlğan



TABLE OF CONTENTS  
VOL 2 / ISSUE 2

RESEARCH	<p><i>Orit Broza, Nurit Chamo, Liat Biberman-Shalev</i></p> <p><b>Moving on to a 'new normal': Teacher educators' concerns about blended learning in the post-COVID-19 Era</b></p> <p><a href="https://doi.org/10.29329/journalted.28">https://doi.org/10.29329/journalted.28</a></p>	44 - 54
REVIEW	<p><i>Erkan Dinç, Veysi Aktaş, Fatma Ongur, Ali Gökalp, İbrahim Damar, Servet Üztemur</i></p> <p><b>Comparative evaluation of 2018 and 2024 Turkish social studies curricula: A document review</b></p> <p><a href="https://doi.org/10.29329/journalted.33">https://doi.org/10.29329/journalted.33</a></p>	55 - 69
RESEARCH	<p><i>Ayfer Köşker, Yılmaz Tonbul</i></p> <p><b>Developing a power scale based on Etzioni's organizational commitment classification for school principals</b></p> <p><a href="https://doi.org/10.29329/journalted.32">https://doi.org/10.29329/journalted.32</a></p>	70 - 85
BOOK REVIEW	<p><i>İlke Evin Gencel</i></p> <p><b>A book review on the experiential educator: principles and practices of experiential learning</b></p> <p><a href="https://doi.org/10.29329/journalted.31">https://doi.org/10.29329/journalted.31</a></p>	86 - 91



# JT·ED

Journal of Teacher Development and Education