



JT^{ED}

VOLUME - 3 / ISSUE - 1 / JUNE 2025



JOURNAL of TEACHER DEVELOPMENT and EDUCATION



www.journalted.com



ISSN : 3023-5081



Journal of Teacher Development and Education

VOLUME - 3 / ISSUE - 1 / JUNE 2025

ISSN :3023-5081

Journal of Teacher Development and Education (JTDED)

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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

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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
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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 esteemed readers.

We are proud and happy to publish the fourth issue of the Journal of Teacher Development and Education. Our journal is an internationally reviewed publication that publishes high-quality studies in the fields of educational sciences and teacher training, as well as research on the professional development of teachers, pre-service teacher training, and enhancing teacher quality in service. The Journal of Teacher Development and Education aims to contribute to the accumulation of knowledge in the field of educational sciences and teacher training, publishing only qualified studies that have the potential to contribute to the field of education. Therefore, our journal continues its journey as a free and open-access journal with a DOI number.

Five empirical papers were published in this issue of the journal. The first paper is titled as, "Developing music-specific culturally responsive teaching professional development: an autoethnographic action research study" authored by Elizabeth M. Weikle and Drew X. Coles. This study employs Autoethnographic Action Research to investigate the design and implementation of professional development sessions on culturally responsive teaching (CRT) in music education within the state of Virginia. The professional development sessions were designed to support music educators to move beyond diversifying repertoire to develop a deep understanding of students' cultural backgrounds, engaging in reflective practices, and undergoing transformative learning experiences. Field notes on participant discussions revealed that while participants demonstrated growth in CRT awareness and strategies, challenges such as discomfort with conversations on race, limitations in applying CRT beyond repertoire, and constraints of time and resources persisted. The study identifies significant issues in professional development for music educators, including time constraints, isolation, and a lack of relevant, discipline-specific training. Key findings suggest that effective CRT requires educators to deconstruct existing teaching practices, confront their own biases, and actively seek resources and strategies that align with students' diverse cultural backgrounds. The incorporation of real-life examples, collaborative lesson planning, and reflective activities within professional development sessions emerged as essential for enhancing educators' confidence and competence in CRT.

The second paper titled as, "Potential merits and demerits of generative artificial intelligence in higher education: Impression from undergraduate students" by F. Sehkar Fayda-Kinik. This study seeks to explore undergraduate students' impressions of GenAI's potential merits and demerits in higher education. Within semi-structured interviews, 35 undergraduate students having experienced GenAI use expressed their perceptions of the possible opportunities GenAI offers in enhancing educational outcomes and the risks associated with its implementation. The results indicated that AI enhances learning and skill development, facilitates research, knowledge access, and institutional support, fosters innovation and problem-solving, and promotes inclusivity and diversity in education. The concerns were identified as academic integrity, ethical considerations, privacy, security risks, and the accuracy and reliability of AI-generated content, alongside its adverse impact on learning, human interaction, employment, and professional adaptation.

The third paper titled as, “A journey mapping qualitative analysis of primary education teachers’ professional leadership planning in Mongolia” by Javzandulam Batsaikhan and Tsog-Erdene Lkhagvadorj. This research conducted a qualitative analysis of My Professional Leadership Plan, a collection of professional development plans authored by primary school teachers. The objective was to explore the complexities of their professional growth, aspirations, and strategies. By focusing on written plans rather than implemented actions, the study was able to examine teachers' intended leadership goals without conflating them with actual outcomes. The analysis revealed that teachers primarily envision exercising leadership by improving instruction and supporting colleagues—consistent with prevailing literature on instructional and collaborative leadership. However, the findings also indicate that less attention is given to broader aspects of leadership, such as participating in school-wide decision-making or engaging with the wider school community. These insights suggest that while teachers demonstrate readiness to lead in instructional and peer-support roles, there is both a need and an opportunity to expand teacher leadership development to encompass a wider range of leadership domains.

The fourth paper titled as, “Views on the goals and practices included in the guidance and psychological counseling services program” by Deniz Yıldırım Özbek and Abdurrahman Kılıç. This study aims to analyze the perspectives of psychological counselors, guidance teachers, teachers, parents, and students regarding the goals included in the Guidance and Psychological Counseling (GPC) services program, as well as non-targeted guidance activities. It also evaluates the appropriateness of these goals. The research utilizes a qualitative case study design. The study group comprises eight psychological counselors and guidance teachers, seven teachers who are members of the School Guidance Services Implementation Commission, several parents, and four students. This study investigates the relevance of general, local, and specific goals in addressing the guidance needs of different stakeholders. The findings indicate that school-specific goals, selected based on the actual needs of the institution, were more relevant and received greater attention in guidance activities compared to general and local goals. Especially for students with diverse needs, such as those in inclusion programs or migrant students, specific goals proved to be more effective. While existing literature primarily focuses on identifying guidance needs, there is a lack of studies evaluating the appropriateness of goals in annual GPC programs. This study addresses that gap and makes a significant contribution to the literature by assessing the relevance of general, local, and specific goals used in school-based guidance programs.

The fifth and final paper, titled “Investigation of teachers' organizational silence levels,” by Gülsüm Güvenç. The research aims to measure teachers' perceptions of organizational silence. For this purpose, a quantitative survey method was chosen. The research involved 207 teachers who participated through a convenience sampling method. The "Organizational Silence Scale" was utilized in this study. It was found that teachers' levels of organizational silence were low, sometimes manifesting in the sub-dimensions of accepting and passive silence, as well as silence for the benefit of the organization.

Furthermore, there were no significant differences based on variables such as gender, age, education, or professional seniority. As a result, teachers in secondary schools, who experience the greatest need for self-improvement and productivity in education, may choose to remain silent. It is therefore recommended that schools develop effective communication strategies to address this silence.

When evaluating the overall quality of the papers summarized above, which were published in the fourth issue of our journal, it is possible to conclude that they are of a very high standard. I would like to take this opportunity to express my sincere gratitude to the esteemed authors who contributed to the field of education sciences and teacher training and development by submitting articles to the Journal of Teacher Development and Education, as well as to the qualified peer reviewers who carefully reviewed these articles. Additionally, I would like to thank the members of the editorial board for their valuable contributions to enhancing the quality of the papers. I look forward to seeing you again in the fifth issue of our journal, scheduled for publication in December 2025.

Prof. Dr. Abdurrahman İlğan

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