

OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



JER

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

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

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



JER

Volume 12, Number 1, Spring 2025

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

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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.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

“Thinking is more interesting than knowing, but not more interesting than analyzing.”

(Goethe)

Dear Readers,

Education is a powerful and effective process that changes the destiny of not only individuals but also societies. In the midst of amazing developments such as information technology revolutions, artificial intelligence impacts and social transformations; education continues to equip and transform humanity with knowledge, wisdom and ethics today as it did yesterday. Education is a multivariate field of study and scientific discipline in which human beings redefine their own existence, individuals discover their potential, and societies can look forward to a sustainable future. In this context, the role of educational research is not only to produce theoretical knowledge, but also to bring knowledge to life, to carry it beyond the classroom walls, to transform the practice of teachers, and to raise individuals as a better equipped, more productive and more sensitive human beings.

The famous thinker and educator John Dewey, with his aphorism “Education is not preparation for life, it is life itself.”, stated that education is much more than theory and it shapes the direct relationship that people establish with life. Today, we have to approach education and educational research with this understanding and build our scientific studies with this awareness. Because research is not only an academic necessity; it is a social responsibility and a humanitarian duty.

Academic venues are not only platforms where scientists publish their work, but also pioneering structures that read the spirit of the age, prepare the scientific basis for policies that will shape the future, reconstruct teacher training systems and work to make educational environments more effective, more inclusive and more contemporary. Therefore, conducting research and transforming this research into publications has a meaning beyond scientific contribution. Today, educational research is directly related to teacher education. A qualified teacher means quality education. And quality education is the foundation of strong individuals and healthy societies. In this cycle, educational research generates innovative models that support teachers' professional development, enrich applied teaching strategies, individualize learning processes and address different learner profiles. Educational research is not only relevant to school settings, but also to

families, administrators, policy makers and society as a whole. Every research is an inquiry into the education system, an enlightenment and often a call for transformation. In this context, the guidance of science builds a world of thought free from dogma and rote memorization. Because science is the result of asking questions and curiosity. And education is the most human response to these issues.

It should not be forgotten that the true wealth of a nation is neither in its underground resources nor in its economic power. The real wealth is hidden in qualified human resources, in individuals who think, question and produce. Raising these individuals is the most fundamental task of educational systems and therefore of educational research. The words of the Great Leader Mustafa Kemal Atatürk, “The truest guide in life is science” is a universal call that sheds light on today's world of education. Because science is the driving force of change and education is the soil, water and climate that raise the people who produce science.

Many current issues in education such as inclusion, equal opportunity, digitalization, artificial intelligence-based learning platforms, student-centered approaches and learning environments based on critical thinking are no longer just objects of research, but also the backbone of educational policies and classroom practices. Scientific studies on these topics have become an important force affecting not only academic achievement but also the self-realization process of the individual.

The use of educational research for the benefit of society means that science does not remain in its abstract, conceptual framework; it becomes concrete, that is, it has an impact on life. In this context, the most valuable result of scientific production is the inclusion of research findings not only in academic publications but also in teacher training programs, in-service courses, school management strategies and classroom practices. At this point, university-school collaborations, structures that allow teachers to think in a research-based way, and practice-based learning processes in faculties of education bring both academia and practice together on a stronger ground. The freedom mentioned in Paulo Freire's aphorism “Education liberates” is only possible through knowledge, thinking and science. Therefore, the main goal of educational research should be to liberate the individuals and make them the subject of their own learning process. Every academic study produced with such an understanding becomes a link in a chain; knowledge contributes to the individual, the individual to society, and society to humanity.

The mission of **OJER (Osmangazi Journal of Educational Research)** in this sense is not only to publish scientific publications, but also to present a philosophy of education, to give direction to educational science, and to pave the way for qualified academic discussions. In this direction, it is a great honor for us to meet with you under the same roof and to take part in a common climate of thought. Each article to be published will not only be an academic contribution; it will also be a trace, a seed, a hope left for the future. And this hope will perhaps increase a student's curiosity to learn, perhaps cause a teacher to question their methods, perhaps shape the decisions of an educational administrator.

With this awareness and responsibility, **OJER** which is shaped by your valuable contributions, aims to contribute to educational research and facilitate the sharing of educational knowledge. **OJER** is published twice a year in English by Eskişehir Osmangazi University Institute of Educational Sciences. It is an online, open accessed, international, peer-reviewed journal that offers scientific research articles in all fields of educational sciences. Qualitative and quantitative mixed method researches and compilation studies in many fields whose subject is education and training; research results from theory to practice are included. Our goal is to promote researches that are original, creative, enlightened and that shape the future of education with emphasis on ethical values.

We would like to express our gratitude to the researchers, the reviewer referees, the editorial board, the journal secretariat and our readers who examined our journal and reached us via e-mail. I would like to thank you, the esteemed editorial board, as well as all scientists who see education not only as a field but also as a way of life, a matter of conscience, a humanitarian duty.

In this issue of **OJER** of Spring 2025, five studies are presented, as introduced below:

The 1st article of this issue is entitled “Primary School Teachers' Perceptions of Gifted and Nongifted Students” written by Erman KAYIŞDAĞ, and Ömer GARAN. This study aimed to investigate the perceptions of primary school teachers who have teaching experience for gifted and non-gifted students. The study was conducted with 27 primary teachers. As a result, it was found that the perceptions of primary school teachers towards gifted and non-gifted students and the education of these students were predominantly positive.

The 2nd article of this issue is entitled “Analysis of Academic Self-Efficacy, University Graduation Expectations and Academic Procrastination Behaviors” written by Emre ÇAYIR, and Hakkı KAHVECİ. This study aimed to examine the relationship between academic self-efficacy, academic procrastination and university graduation levels of undergraduate students. The study also investigated whether these variables differ according to the gender of the students. The data were obtained from 277 female and 109 male students. According to the findings, the students' academic self-efficacy and academic procrastination behaviors were found to be at a moderate level; and their university graduation expectations were found to be at a high level. No difference was found in these variables according to gender variable. In the correlation analysis, a negative moderate relationship was found between academic self-efficacy and academic procrastination behaviors; a positive low-level relationship was found between academic self-efficacy and university graduation expectations; and a negative low-level relationship was found between academic procrastination and university graduation expectations.

The 3rd article of this issue is entitled “A Qualitative Study on the Role of Teacher Candidates’ Social Media Use in Education” written by Mehmet Enes SAĞAR, and Tuğba ÖZÇELİK. This study aimed to examine the ways in which teacher candidates use social media platforms and the role of this use in education. The research was conducted with 23 teacher candidates, attending Afyon Kocatepe University Faculty of Education in the 2023-2024 fall semester. In the findings, it was seen that teacher candidates prefer Youtube the most and besides that, they use WhatsApp, Instagram, Twitter and Tiktok as well. In terms of their frequency of use of social media platforms, it was found that they use social media for 6-8 hours per day in the average. Also, teacher candidates prefer to use social media mostly in preparing for exams and homework. They believe that unrest will emerge in their lives when they stay away from social media even one day. In addition, the results showed that they share on social media to inform more within the scope of education. When the advantages and disadvantages of social media within the scope of education were examined, it was concluded that they consider social media platforms as advantageous in terms of easy accessibility in their daily lives and education.

The 4th article of this issue is entitled “Bibliometric Analysis of Studies on Preschool Mathematics Education with VOSviewer” written by Feriha Hande İDİL, and Rukiye Günseli YILDIRIM. In this study, 748 academic publications on the theme of preschool

mathematics education published between 2015 and 2025 in the Web of Science database were examined using the bibliometric analysis method. The findings revealed that publications in this field have increased over the years. The most common publication types are articles, book chapters, and proceeding papers. The majority of publications originate from the United States, Australia, and Germany; the most productive institutions are the University of Texas System and the University of Denver. Clarke B., Clements D.H., and Sarama J. are among the authors with the most publications, while the journals hosting the most publications are “Early Mathematics Learning and Development,” “Early Childhood Research Quarterly,” and “Journal of Experimental Child Psychology.” Among the most cited studies, the publications titled “Which Preschool Mathematics Competencies Are Most Predictive of Fifth Grade Achievement?” and “Examining the Relations Between Executive Function, Math, and Literacy During the Transition to Kindergarten” stand out. This study serves to provide a comprehensive and guiding perspective for researchers planning to conduct research in the field of preschool mathematics education.

The 5th article of this issue is entitled “The Effect of Cognitive Development Programme (Turkish Maths/ Math Modules) on the Development of Mathematics Skills of Primary School Students” written by Ayşe ERKARA, and Vesile YILDIZ DEMİRTAŞ. This study was conducted to determine the effects of the Turkish Maths (Math Modules) cognitive development programme based on the PASS Theory on the mathematics skills of first grade students. The study group consisted of 39 typically developing students attending 1st grade. In line with the quantitative results and social validity findings, it is thought that the Turkish Maths cognitive development programme is effective on 1st grade students in improving their mathematics skills.

See you in the next issue....

“Stay with Science, Stay with Us”

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

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