

# Pedagogical Perspective

Volume 3 Issue 2 / December 2024

ISSN: 2822-4841



Pedagogical Perspective (PedPer)

**PUBLISHER**

PedPer Publishing

**OWNER**

Assoc. Prof. Dr. Erhan YAYLAK, Türkiye

**PERIOD**

PedPer is an international peer-reviewed journal is published two times a year.  
(June and December)

**INDEXING**

H.W. Wilson Education Full Text, Ebsco Education Source, Ebsco Education Sourca Ultimate, International Scientific Indexing, Index Copernicus International, Citefactor Academic Scientific Journals, Eurasian Scientific Journal Index, Turkish Education Index.

**EDITOR**

Assoc. Prof. Dr. Erhan YAYLAK  
Ordu University

**LANGUAGE EDITOR**

Assist. Prof. Dr. Janet WOLF  
University of Hradec Králové

**GRAPHIC DESIGN**

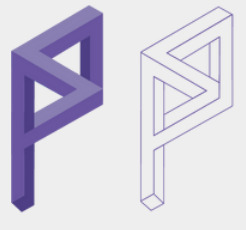
Assoc. Prof. Dr. Erhan YAYLAK

## Contact

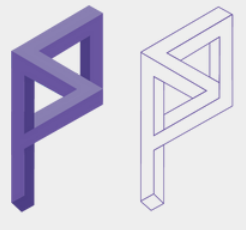
e-mail: [info@pedagogicalperspective.com](mailto:info@pedagogicalperspective.com)

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

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



Seth A. AGBO, Ph.D., Lakehead University, Canada  
Kenan DİKİLİTAŞ, Ph.D., University of Stavanger, Norway  
Megan KUNZE, Ph.D., University of Oregon, USA  
Selçuk DOĞAN, Ph.D., Georgia Southern University, USA  
Jorge Wilson Torres HERNANDEZ, Ph.D., Analytical University of Mexico  
Ali Ekber GÜLERSOY, Ph.D., Dokuz Eylül University, Türkiye  
Hasan ÖZCAN, Ph.D., Aksaray University, Turkey  
Abdelouahab BELAZOUI, Ph.D., University of Batna 2, Algeria  
Heather SHARP, Ph.D., The University of Newcastle, Australia  
Mahmoud Ali RABABAH, Ph.D., Al-Balqa Applied University, Jordan  
Allaina DOUGLAS, Ph.D., The Chicago School of Professional Psychology, USA  
Ali Z. GUSEYNOV, Ph.D., Saratov State University, Russia  
Almighty Cortezo TABUENA, Ph.D., Philippine Normal University, Philippines  
Kelley MUNGER, Ph.D., Global Counselling Network, USA  
Adem SORUÇ, Ph.D., University of Bath, England  
Deni IRIYADI, Ph.D., University of Banten, Indonesia  
Christine DREW, Ph.D., Auburn University, USA  
Natasha TAGEJA, Ph.D., University of Delhi, India  
Hayal YAVUZ MUMCU, Ph.D., Ordu University, Türkiye  
James David CLUBB, Lec., University of Hradec Králové, Czechia  
Lee G. BARAQUIA, Ph.D., Misamis University, Philippines  
Lindsay GLUGATCH, Ph.D., New Summit Behavioral Therapy, USA  
Sonia DAVID, Ph.D., Jain University, India



## REVIEWERS OF THIS ISSUE

Dr. Sanem Tabak  
Dr. Nurtaç Üstündağ Kocakuşak  
Dr. Sultan Baysan  
Dr. Oğuzhan Karadeniz  
Dr. Pınar Kanık Uysal  
Dr. Özge Karakaş Yıldırım  
Dr. Gökhan Kayır  
Dr. Emre Emrullah Boğazlıyan  
Dr. Galip Genç  
Dr. Himmet Korkmaz  
Dr. Aylin Yazıcıoğlu  
Dr. Gülşah Uluay  
Dr. Hatice Zeynep İnan  
Dr. Neriman Aral  
Dr. Ayşe Dilek Öğretir Özçelik  
Dr. İlker Dere  
Dr. Onur Yılmaz  
Dr. Hayriye Gül Kuruyer  
Dr. Belgin Bal İncebacak  
Dr. Çağrı Demirtaş  
Dr. Merve Dilek  
Dr. Meriç Özgeldi  
Dr. Dilek Girit Yıldız  
Dr. Özge Yiğitcan Nayır  
Dr. Oğuzhan Doğan  
Dr. Aylin Sop  
Dr. Elif Öztürk  
Dr. Hıdır Karaduman  
Dr. Canan Tunç Şahin  
Dr. Önder Eryılmaz  
Dr. Serpil Recepoğlu  
Dr. Gülden Gürsoy  
Dr. Fatmanur Büyükbayraktar  
Dr. Fikri Gül  
Dr. Hasret Kökten  
Dr. Sevda Türkiş  
Dr. Elif Çil



Pedagogical Perspective (PedPer) aims to present the compilation of up-to-date and innovative research papers, reviews, and argumentative essays on education in general and teacher education in particular. It is expected that the papers published in PedPer 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 PedPer will provide the basis for timely discussions on the various areas of teacher education, and give direction to innovative research and practices. The paper accepted to PedPer will be given DOI numbers and then published free of charge. PedPer is an international peer-reviewed journal published three times a year in June and December. In the reviewing processes, PedPer uses the double-blind review method for all studies sends for publication. In this method the identities of the authors and reviewers are confidential. In order to ease this process, the authors are required to prepare and then check their manuscripts not disclosing any name or other identifying information. Authors can use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in PedPer need to be carried out in any areas of educational sciences, especially in teacher education.

- They can be carried out in any form of quantitative, qualitative or mixed-method research;
- Literature analyses, meta-analysis, meta-synthesis studies, and book reviews and opinion papers can be sent to PedPer for reviewing and publication.
- PedPer gives priority to research papers. Attention is paid to the issue that the number or quantity of review papers should not over-throw the number of research papers.
- PedPer also gives priority to papers prepared in English (full text).

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

- |   |  |
|---|--|
| 1. Physical Training and Sports   | History Teaching)  |
| 2. Computing, Computers and Instructional Technologies  | 14. Geography Education  |
| 3. Educational Administration and Inspection  | 15. Social Studies Education   |
| 4. Counseling and Psychological Guidance  | 16. Science Education  |
| 5. Curriculum and Instruction   | 17. Biology Education  |
| 6. Educational Measurement and Evaluation   | 18. Physics Education  |
| 7. Philosophical, Social and Historical Foundations of Education  | 19. Chemistry Education  |
| 8. Pre-school (Early Childhood) Education   | 20. Mathematics Education (primary and secondary)                                  |
| 9. Elementary Education   | 21. Fine Arts Education  |
| 10. Philosophy, Psychology, and Sociology in Education (Teaching Philosophy, Psychology and Sociology in Secondary Education) | 22. Modern Languages Education/Teaching (Arabic, English, French, German and etc.) |
| 11. Turkish Language Education  | 23. Special Education (and its sub-fields)   |
| 12. Turkish Language and Literature Education   | 24. Other Areas Related to Education and Teacher Training                          |
| 13. History Education (History in Education/  | 25. Teacher Education (all fields)   |

TABLE OF CONTENT

Research  
112-147

Investigation of classroom teachers' experiences in planning and implementing homework in COVID-19 distance education process

Nermin Karabacak

Research  
148-171

Examination of the ecological citizenship levels of teacher candidates according to various variables

Burcu Karaman, Ali Ekber Gülersoy, Şehriban Damarseçkin

Research  
172-185

Flip, professional development, and student-centered learning: Remedies for reading motivation

Taylor Pawliski

Research  
186-198

Developing of career psychological needs scale: Measurement invariance of intergenerational comparison

hmet Ayaz, Esra Eker Durmuş, Yaşar Özbay

Research  
199-210

Factors influencing students' academic achievement in mathematics: A case of Kaffa Zone Tello Woreda Oda Primary School

Tekle Kochito Yeshe, Tewodros Asrat

TABLE OF CONTENT

Research  
211-226

Examining the effect of technology integration on behavior management in preschool period

Özge Özel, Betül Ersoy

Research  
227-244

Internet usage preferences of children with problematic internet use and their parents knowledge and thoughts about children's internet usage

Serap Duygu Demirkan, Ceren Hanbay, Hatice Bekir

Vision  
Paper  
245-254

International projects on energy and science career opportunities

Meral Çelikoğlu, Erol Taş

Research  
255-272

Distributed leadership as a potential strategy for the management of environmental education curriculum in secondary schools

Nonkanyiso Pamella Shabalala

Research  
273-310

Development of primary school 4th grade students' awareness about gender equality in social studies course: A case study

Derya Doğan Yaylak, Sanem Tabak

TABLE OF CONTENT

Research  
311-324

Examining the digital data security awareness of prospective social studies teachers according to various variables

Yaren Genç, Önder Eryılmaz

Review  
325-342

The perspective on human in Comte's Posivitism and its reflection in educational sciences: The case of Türkiye

Birol Soysal, Olcay Bayraktar

Research  
343-357

An investigation on a prospective teacher's professional noticing skills in the process of narrative construction and discussion

Aslıhan Osmanoğlu

Research  
358-384

Teacher noticing skills in mathematics education: A meta-synthesis of recent studies

Ayten Öztürk, Meriç Özgeldi

Research  
385-401

Children's books with aquatic characters: Content analysis of environmental and value education themes

Hatice Darga



TABLE OF CONTENT

Research  
402-419

What children rights mean to children: Children's citizenship  
(Turkish Case)

Büşra Yılmaz, Ozlem Yigit

Review  
420-429

Bibliometric analysis of studies on controversial issues

Özlem Elvan, Durdane Öztürk

Research  
430-443

Developing an association with daily life test for 5th-grade science  
education: Propagation of light unit

Ayhan Çinici, Nazife Aktaş