

Editorial

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Dear readers,

I am delighted to share the new issue of the *Qualitative Inquiry in Education: Theory and Practice (QIETP)* journal. This issue includes three research articles and two review articles. I am grateful to our esteemed authors and referees for their contributions to QIETP. I would like to express my sincere gratitude to the authors and reviewers who contributed to this issue with their valuable work.

The first article in this issue is a research article titled "Know Your Why: The Resilience of Positive Experienced Teachers." The study was conducted by Eric B. Gibson using a hermeneutical phenomenological design. The study aims to examine the resilience of teachers with more than five years of teaching experience who have had positive experiences. Utilizing self-determination theory (SDT), this study examines the relationship between teachers' resilience and the fulfillment of psychological needs, including autonomy, competence, and relatedness. The study may be of interest to researchers engaged in hermeneutical phenomenological research.

The second study is a research article titled "School Administrators' Views on the Curricula in the Context of Effective School Management and Instructional Leadership," conducted by Gamze Gülin Aygün, Kadriye Çakmak, and Nejat İra. The researchers examined the concept of curriculum literacy within the context of effective school management and leadership from the perspective of school administrators, employing qualitative research methods. The study is significant in that it provides an in-depth examination of school management and curriculum literacy using qualitative methods.

The third study is a research article titled "Mothers' Experience of Home Education with their Children During COVID-19: A Qualitative Systematic Review" by Fatih Selim Sellüm, Ali Ersoy, and Dilruba Kürüm-Yapıcıoğlu. Sellüm and colleagues evaluated studies focusing on mothers who experienced their children's education process at home during the COVID-19 pandemic using a qualitative systematic review. The study, which comprehensively assesses the phenomenon of motherhood during the pandemic from the perspective of home education for children, has revealed significant findings.

The fourth article in this issue is Sadegül Akbaba-Altun's research article titled "The Transferability of Teacher Characteristics in the Transition to School Leadership." In her study, Akbaba-Altun examines the characteristics that teachers develop, maintain, adapt, or abandon during their transition to school leadership roles through teaching, aiming to explore how these characteristics are reflected in leadership practices and professional identity from a qualitative perspective. The study is significant for its in-depth examination of how leadership characteristics reflect in professional identity from a qualitative research perspective.

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The final article in this issue is Fatma Mızıkacı's research article titled "Qualitative research trends in graduate theses in educational sciences: A study from Türkiye." In her study, Mızıkacı conducted a detailed analysis of graduate theses completed in the field of educational sciences in Türkiye between 2000 and 2024 from the perspective of qualitative methodologies. The study is significant for its portrayal of trends in qualitative research methods in graduate theses in the field of educational sciences in the last quarter of the period, within the Turkish context.

We invite you to submit your research articles using qualitative methods and review studies related to the qualitative paradigm to QIETP. We look forward to seeing you in the next issue. Happy reading!

Professor Ali Ersoy
Editor-in-Chief

Keywords

QIETP, editorial, hermeneutical phenomenological, qualitative approach, qualitative systematic review, research paradigms, graduate theses