



From Editor

Dear Readers,

It is with great honor and pleasure that we have released the first 2016 issue of Education and Science. Our journal had an intensive year, during which we received 1,700 article submissions; and with those being processed in the system, this figure is around 2,000 at the moment. Our website receives around 960 individual visits per day, and we are glad for the increase in article download and citations. Despite the current submission figures, manuscript processing can be completed within reasonable time frames for academic publishing thanks to the infrastructure we developed and the diligent work of our field editors and reviewers. The decrease in the number of article withdrawal applications and steps of rejection and post rejection is promising when the average number of publications is considered.

In this first issue of 2016, we present you with a wide range of studies from those that focus on concepts that have been discussed in international education agenda to those that show reflections of applications at schools. In this issue, there are studies which are directly related with the role of teacher quality in education. They show professional well-being of science teachers and the effect of mentoring model on professional development as well as offering a model to explain teacher leadership. These studies have the capacity to guide policies in teacher education.

There are also studies which present important data to better understand students' school experiences. These studies are about thinking patterns of students in producing models; writing anxiety; perceptions of physical education class; a conceptual framework to improve the association skills in mathematics education; relating basic psychological needs of students with affective variables within the framework of self-determination theory.

Also, those studies which focus on students with special needs highlight important points in special education. Among these studies there is one which is a research about the effectiveness of tablets in the education of autistic children and another one which aims to determine the relationship between emotional intelligence and field-specific creativity of gifted children.

Before submitting your work to our journal, please read the author's guide and explanations carefully. We would like to thank all authors who enrich our journal, and wish you a pleasant reading.

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