

journal of mixed methods studies



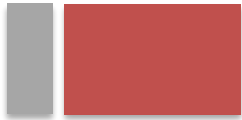
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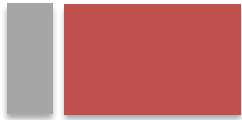
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From the Editors

Dear JOMES Readers,

We are pleased to present the 11th issue of the *Journal of Mixed Methods Studies (JOMES)*, which brings together four studies exemplifying the analytical depth and integrative strength of mixed methods research across methodological, educational, and social inquiry domains.

In the first article, “*Methodological Approach to Study the Factors of Adolescents’ Pro-Environmental Behavior: Emerging Need of Mixed Methods Research*,” Shrestha and Bhattarai present a systematic review of research designs used in this field. Their analysis highlights the dominance of quantitative approaches and makes a compelling case for explicitly integrated mixed methods designs to better capture the complexity of adolescents’ pro-environmental behavior.

The second contribution, “*Investigation of the 21st Century Skills Levels of Teacher Candidates in Terms of Various Variables*,” by Zeynep Ülkü Altun, employs an explanatory sequential mixed methods design to examine preservice teachers’ 21st century skills across multiple dimensions. By integrating large-scale quantitative findings with in-depth qualitative insights, the study provides a nuanced understanding of how these skills vary according to academic and demographic variables, while also illuminating teacher candidates’ perceptions of teaching and learning in contemporary educational settings.

In the third article, “*Using a Range of Recruitment Strategies to Recruit Those Who Use Anabolic Androgenic Steroids*,” Harvey, van Teijlingen, and Parrish present a reflective mixed methods case study addressing the challenges of recruiting hard-to-reach populations. The study provides practical, ethical, and methodological insights into combining online and offline recruitment strategies in sensitive research contexts.

Together, these contributions demonstrate how mixed methods research strengthens methodological rigor, deepens interpretation, and enhances the relevance of scholarly inquiry. We extend our sincere thanks to the authors, reviewers, and readers for their continued support of JOMES.

Sincerely,

Professor Anthony J. Onwuegbuzie
Editor-in-Chief

Professor Şakir Çinkır
Deputy Editor