

journal of mixed methods studies



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Year 1 Issue 2 2020 e-ISSN 2717-6843

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*Tarkan Duzguncinar*

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A Mixed Methods Study of Student Engagement, Attitude, and Achievement in Grade 10 Mathematics

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Publishing

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

PUBLISHING MANAGER

**Anı Publishing Education and Consultancy Advertisement Stationary Industry Trade Co. Ltd. in the name of  
Özer DAŞCAN**

EDITORIAL PRODUCTION ADMINISTRATOR

**Özer DAŞCAN**

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Tel: +90 312 425 81 50 pbx Fax: +90 312 425 81 11

**Printing Date:** 30.09.2020

**Broadcast Type:** Local Broadcast

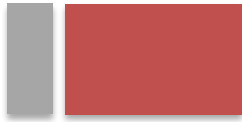
**Cover Design:** Anı Publishing

**Composition:** Göksel ÇAKIR

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Journal of Mixed Methods Studies / JOMES (e-ISSN: 2717-6843) is a bi-annual journal (March and September), peer-reviewed journal published by ANI Publishing.

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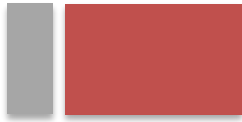
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## Message from the Editor

Greetings to our colleagues from all parts of the world. As the editor of the Journal of Mixed Methods Studies (JOMES), I would like to welcome you to Issue 2.

This edition contains of four articles on mixed methods research that we believe will assist you, the reader, in conceptualizing and solving problems related to developing a research or a manuscript with a mixed methods design. The current issue includes four articles: the first, which is called 'Coast guard officer candidates' metaphoric perceptions about being an officer candidate: A mixed methods study' is a convergent design mixed method research. In this study, it was aimed to reveal the mental images (metaphors) of the candidates ( $n = 100$ ) who were employed in the Turkish Coast Guard and who were in the basic training process. The findings showed that metaphors can be used as a powerful tool to understand and make sense of the situation that participants are in.

The second, which is called 'Action research as a mixed methods research: definition, philosophy, types, process, political and ethical issues and pros and cons' is a descriptive study based on literature review but as it can be understood from the title of the article, it is based on literature review of the books and articles on action research as a mixed methods research and thus in the scope of JOMES. The aim of this article is to define action research and its types and describe the philosophy, the research process, political and ethical issues and pros and cons of action research based on literature on action research in order to understand the similarities and differences between the mixed methods and action study. As a result of the study, it is claimed that action research is a type of research that should be called a mixed methods research in which qualitative and quantitative research methods are used together with a more flexible methodology, and it is a type of research that focuses on the practical actions of actor rather than theory.

The third, which is called 'A mixed methods study of student engagement, attitude, and achievement in grade 10 mathematics', interrogates the value added through the use of a mixed methods methodology in a larger study involving a classroom intervention and its effect on student engagement, attitudes and achievement in secondary school mathematics. The study involved 68 students in three classes of Grade 10 Mathematics at one secondary school in Ontario, Canada. The study emphasized the utility of employing a mixed methods methodology, particularly with respect to student affective variables.

The forth, which is called 'The principals' praxis of pedagogical leadership in nurturing teaching and learning in cambodian primary schools' is a MMR in the exploratory sequential design. In the study, it was aimed to look for the strategies adopted by principals to exercise pedagogical leadership in nurturing teaching and learning in Cambodian primary schools based on qualitative and quantitative data. This study provides practitioners and researchers the social-based strategies to lead and to conduct researches on leadership of teaching and learning effectively.

These articles are designed to offer thoughts, insight, suggestions, samples and ideas on mixed methods researches and how to decide and develop a mixed methods research. According to the guidance and the results of articles in this issue, researchers could shape their future mixed methods researches.

We hope you enjoy the articles in this second issue of the journal and find them informative and useful for designing and developing MMR. Please remember that articles published in JOMES do not reflect the position of the journal's editorial staff, reviewers.

Dr. İlhan Gunbayi  
*JOMES Editor*

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