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## From the Editors

*Dear editors, authors, reviewers, and academicians,*

On April 29, 2022, JOMES EDU Publishing commenced its publishing journey under its own auspices. Unfortunately, due to unforeseen factors related to the restructuring process, delays have occurred in the printing of 6 issues. We sincerely apologize to all our authors and readers for any inconvenience this may have caused.

We would like to take this opportunity to express our gratitude to you on behalf of the Journal of Mixed Method Studies (JOMES) for the accomplishments that you have made to our publication. Your commitment, effort, and expertise have been essential in ensuring that the articles in our journal are of a high standard and contributing to the overall success of our publication. We are grateful to our writers for sending us their manuscripts and for sharing the results of their research with us. Your contributions to the advancement of education and educational sciences as well as other areas such as economics, tourism, health, computer science, anthropology, psychology, sociology, politics, and many more have been essential, and we are grateful to you for your dedication to academic excellence. Your contributions have been essential. We would like to extend our gratitude to our reviewers for their insightful feedback, critical comments, and careful attention to detail while examining the manuscripts. The importance of your knowledge and commitment to the process of peer review cannot be overstated in terms of its impact on the level of precision and quality achieved by our publications.

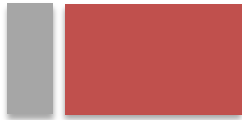
In conclusion, we would like to offer a heartfelt thank you to all of our academics who have graciously agreed to serve as reviewers and section editors after being invited to do so by our team. We are extremely grateful that you are willing to share your knowledge and make a contribution to the academic community, and it is a pleasure to have you serve on our team. We are aware of the time and energy that is required to produce high-quality research and to perform in-depth reviews, and we would like to express our appreciation for your dedication to the dissemination of new information in the disciplines of educational sciences. We are looking forward to continuing our work with other academics and making contributions to the community of scholars.

We would like to express our gratitude once more for the significant contributions you have made to JOMES.

*Dear readers,*

We are pleased to announce the upcoming publication of three insightful articles that explore different aspects of the field of education.

In the first article, titled "A 41-Year History of Mixed Methods Research in Education: A Mixed Methods Bibliometric Study of Published Works from 1980 to 2021," the authors, Anthony J. Onwuegbuzie, Marla H. Mallette, and Kasey M. Mallette, provide a comprehensive overview of the evolution of mixed methods research in education over the course of the past four



decades. This article provides instructors and researchers interested in this field with a valuable resource that offers useful insights into the development of this research methodology and offers valuable insights into the evolution of this research methodology.

The second article, titled "The Idealist Teacher from the Perspective of the Past to the Present: A Mixed Method Research," was written by Çınar Esra Mavi Canuylassi and Mustafa Ozgenel. It investigates the notion of a "idealist teacher" and how it has changed over the course of history. This article provides a presentation of a mixed method research study that examines the perceptions and experiences of teachers who identify as "idealists," and it offers essential insights into the changing role that teachers are playing in shaping the future of education.

The third article, written by Elif Seylim and titled "The Relationship Between Teachers' Levels of Fit to the School Environment and Perceptions of School Culture and their Intention to Quit," investigates the factors that influence the decisions that teachers make regarding whether or not they will continue working in their present positions. This article offers important insights into the need to create supportive and positive school environments that promote teacher retention by presenting the findings of a study that examines the relationship between teachers' levels of fit to the school environment and their perceptions of school culture. The study was conducted by examining the relationship between teachers' levels of fit to the school environment and their perceptions of school culture.

These three articles make significant contributions to the field of educational sciences, and we cannot wait to share them with readers in the next issue because of the positive impact they will have. We have high hopes that these articles will stimulate in-depth conversations and innovative ideas among those working in the field, and we look forward to hearing your comments on the significant contributions that have been made.

Sincerely,

Professor Anthony J. Onwuegbuzie  
Editor-in Chief

Professor Şakir Çinkır  
Deputy Editor