

journal of mixed methods studies

 JOMES

---

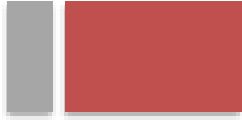
e-ISSN 2717-6843

---

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

 **EDU**  
yayincılık

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



## **PUBLISHING MANAGER**

Edu Publishing Eğitim, Danışmanlık, Proje Yönetimi,  
Organizasyon, Yazılım, Reklam San. Tic. Ltd. Şti. *adına / in the name of*

Dilek ERTUĞRUL

## **EDITORIAL PRODUCTION ADMINISTRATOR**

Şakir ÇINKIR

Edu Yayıncılık Eğitim, Danışmanlık, Proje Yönetimi, Organizasyon,  
Yazılım, Reklam San. Tic. Ltd. Şti.

**T:** 08504323714 - 0507 5875581

**E:** eduyayincilik@gmail.com

**A:** Kızılırmak Mah. Dumlupınar Bulvarı,

Next Level, A Blok, K:4, Kno: 3, D: 10, Söğütözü/Ankara

**Printing Date:** 20 September 2023

**Broadcast Type:** Local Broadcast

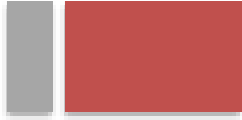
**Typesetting and Design:** EDU Yayıncılık

## **Author Opinion Responsibility**

In Jomesonline journal, all opinions and thoughts expressed in the published articles belong to their respective authors.

**Journal of Mixed Methods Studies [JOMES] with an e-ISSN: 2717-6843** is an open access, online, peer reviewed, and free of charge scholarly international journal. It is published bi-annual (March and September).

©EDU Publishing. All rights reserved.



## Editorial Team

### Editor-In-Chief

Professor Anthony Onwuegbuzie, *University of Cambridge, UK*

### Deputy Editor

Professor Şakir Çınkır, *Ankara University, Türkiye*

### Associate Editors

Professor Ali Ersoy, *Anadolu University, Türkiye*

Professor Martin Brown, *Dublin City University, Ireland*

Associate Professor Mehmet Fırat, *Anadolu University, Türkiye*

Professor Sandra Schamroth Abrams, *St. John's University, USA*

Associate Professor Güçlü Şekercioğlu, *Akdeniz University, Türkiye*

Associate Professor Nihan Demirkasımoğlu, *Hacettepe University, Türkiye*

Dr. Marla H. Mallette, *Binghamton University, USA*

Dr. Elena Forzani, *Boston University, USA*

Dr. Julie A. Corrigan, *Concordia University, QC, Canada*

Professor Ahmet Saban, *Necmettin Erbakan University, Türkiye*

### Section Editors

Professor Naciye Aksoy, *Gazi University, Türkiye*

Professor Özgül Keleş, *Aksaray University, Türkiye*

Professor Cevat Elma, *Ondokuz Mayıs University, Türkiye*

Professor Ayşe Güler, *Kırıkkale University, Türkiye*

Professor Taner Altun, *Karadeniz Teknik University, Türkiye*

Associate Professor Ev Çimen, *Eskişehir Osman Gazi University, Türkiye*

Professor Nalan Kuru, *Uludağ University, Türkiye*

Associate Professor Yakup Doğan, *Kilis 7 Aralık University, Türkiye*

### Statistics Editors

Associate Professor Ergül Demir, *Ankara University, Türkiye*

Associate Professor Deha Doğan, *Ankara University, Türkiye*

### Review Editor

Associate Professor Ayşegül Bayraktar, *Ankara University, Türkiye*

### Managing Editor

Dr. Gül Kurum, *Trakya University, Türkiye*

### Copy Editor

Dr. Osman Çolakkadıǧlı, *Anadolu University, Türkiye*

### Media Editor

Dr. Tuğba Demir, *Ankara University, Türkiye*



## From the Editors

*Dear JOMES Readers,*

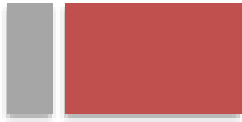
With great pleasure, we announce the publication of the 7th issue of the Journal of Mixed Method Studies (JOMES). This edition upholds the tradition of academic excellence and thought-provoking discourse that defines our journal. We extend our heartfelt gratitude to all the contributing authors whose meticulous research and diverse perspectives enrich the pages of this latest issue. Their contributions advance the mixed methods research field and facilitate a deeper understanding of complex phenomena across various disciplines.

We trust that the articles within will inspire dialogue, inform practice, and spark further research, continuing to drive the boundaries of knowledge and methodology forward. Thank you to our readers and contributors for your unwavering support and commitment to pursuing scholarly excellence. The first article, "A Longitudinal Mixed Methods Investigation of Special Educator Stress in the Northwest Region of the United States," is a collaborative effort by Christen Knowles, Katherine W. Bromley, James Sinclair, David Lahna, Paulina Whitehat, Erin Kinavey-Wennerstrom, Alexander Stevens, and John R. Seeley. This study thoroughly investigates the ongoing challenges faced by special educators. Through a longitudinal convergent mixed methods research design, the authors closely examine the lived experiences of 18 special education teachers. Their research provides valuable insights into the positive and stressful facets of special educators' work, explores the factors contributing to these experiences, and contrasts quantitative measures of stress and burnout with qualitative findings. This pivotal work highlights the necessity for more refined tools to capture the specialized experiences of those within the realm of special education.

Our second article, penned by Nancy L. Leech and Anthony J. Onwuegbuzie, is titled "School Psychologists' Use of Mixed Methods Research in the Field: A Call for More Mixed Methods Research and Mixed Methodological Articles." It reveals a surprising scarcity of mixed methods research within the field of school psychology, as evidenced by a 17-year systematic review of key journals. With only a handful of such articles published annually, the authors advocate for a stronger embrace of mixed methods approaches to tackle the complex issues faced by educational professionals. Their call to action encourages a deeper engagement with mixed methods research to enhance the effectiveness and efficiency of the field.

The third article, "I Know It, I Just Can't Say It": A Mixed Methods Study of Preservice Teachers' Metacognitive Accuracy," authored by Deana J. Ford, Sara E. Luke, and Erica L. Peddi, provides an insightful investigation into the self-awareness of preservice teachers. It reveals the initially overconfident self-assessments of their metacognitive skills, which subsequently improved when evidence was required to back their self-ratings. This study illuminates the importance of metacognitive accuracy in teaching and suggests practical approaches for enhancing it among future educators.

Lastly, we introduce the article "Understanding Mixed Methods Research: Busting Common Myths and Misconceptions." Wanvicechanee Tanoamchard tackles prevalent misunderstandings surrounding mixed methods research (MMR), advocating for a balanced



view of qualitative and quantitative methods. This piece provides a clarion call to researchers, promoting meticulous planning and thoughtful execution in MMR to yield valid and reliable findings.

Each article contributes to a greater understanding of mixed methods research's potential and offers actionable insights for educators, psychologists, and researchers alike. We trust that these summaries invigorate your interest, and we encourage you to engage with the full articles for a more comprehensive view.

Sincerely,

Professor Anthony J. Onwuegbuzie

Editor-In-Chief

Professor Şakir Çınkır

Deputy Editor