[***Journal of General Education***](https://www.psupress.org/journals/jnls_jge.html)

No impact factor

*Journal of General Education: A Curricular Commons of the Humanities and Sciences* (*JGE*) is devoted to understanding the general education curriculum. *JGE*engages academic communities and the broader public about general education experiments and innovation, including but not limited to the assessment, history, philosophy, and theoretical commitments of general education.

*JGE* is focused on general education as a distinctive cornerstone of the arts of liberty that prepare citizens to live engaged, responsible, and meaningful lives.

Articles published in *Journal of General Education*are selected for the original ideas, cogent arguments, and creative approaches they contribute to enriching the general education endeavor. Each article is assessed by editors and reviewers.

Contact the Editorial Office at JGE@press.psu.edu with questions.

*JGE*is particularly interested in thoughtful reflections and reports from those who are currently undertaking general education reform.

The journal invites submissions from 1,000–10,000 words in length, depending on the type of submission. References should be in APA 7.

[***Journal of Educational Change***](https://www.springer.com/journal/10833/)

Impact factor: 1.791

*Journal of Educational Change* publishes important ideas and evidence of educational change. It examines the social, economic, cultural, and political forces driving educational change. While presenting the positive aspects of change, the journal raises many challenging questions as well.

Contributions represent a range of disciplines, including history, psychology, political science, sociology, anthropology, philosophy, and administrative and organizational theory. The journal draws attention to a broad spectrum of methodologies, including quantitative and qualitative approaches, documentary study, action research, and conceptual development. Key topics include educational innovation, reform and restructuring, school improvement and effectiveness, culture building, inspection, school review, and change management.

No word limit is specified. It offers a specific reference style that seems to be like APA 7.

[***The Journal of Education Research***](https://www.tandfonline.com/toc/vjer20/current)

Impact Factor: 1.4

CiteScore: 2.5

*The Journal of Educational Research* is a well-known and respected periodical that reaches an international audience of educators and others concerned with cutting-edge theories and proposals. Operating for over 100 years, the journal has contributed to the advancement of educational practice in elementary and secondary schools by judicious study of the latest trends, examination of new procedures, evaluation of traditional practices, and replication of previous research for validation. The journal is an invaluable resource for teachers, counselors, supervisors, administrators, curriculum planners, and educational researchers as they consider the structure of tomorrow's curricula. Special issues examine major education issues in depth. Topics of recent themes include methodology, motivation, and literacy.

*The Journal of Educational Research* publishes manuscripts that describe or synthesize research of direct relevance to educational practice in elementary and secondary schools, pre-K–12. Special consideration is given to articles that focus on variables that can be manipulated in educational settings. Although the *JER* does not publish validation studies, the Editors welcome many varieties of research--experiments, evaluations, ethnographies, narrative research, replications, and so forth.

Reference style is APA 7. No word limit is specified.

[***The Elementary School Journal***](https://www.journals.uchicago.edu/toc/esj/current)

**Impact Factor**: 1.339

The Elementary School Journal has served researchers, teacher educators, and practitioners in the elementary and middle school education for more than one hundred years. ESJ publishes peer-reviewed articles that pertain to both education theory and research and their implications for teaching practice. In addition, ESJ presents articles that relate the latest research in child development, cognitive psychology, and sociology to school learning and teaching.

Articles accepted for publication in ESJ must address an important question concerning education in the elementary or middle grades, use research methods appropriate to investigate the question, and be written in a manner that is clear, concise, and coherent.  An accepted manuscript must be of interest to ESJ readers and make significant contributions to the field. The study should address a significant question that is linked to relevant theory and related research; the study design should be sound, and the research methods must be appropriate for answering the research question; conclusions should be warranted by an explicit chain of reasoning in the manuscript.

**Submissions should be no more than 45 manuscript pages in length. Reference style is APA 7.**

[***Educational Management Administration & Leadership***](https://journals.sagepub.com/home/ema)

Impact Factor: 2.448

CiteScore: 4.1

Educational Management, Administration and Leadership publishes original and significant contributions on educational administration, management and leadership, in its widest sense, from all over the world. This includes primary research projects located in schools, and in further, vocational and higher education institutions.

Interestingly, this journal offers an option for authors to provide a translation in a language of their choice. This translated version should be uploaded alongside the English language version. Articles should be no more than 8,000 words, including references (would need to shorten).It usesSAGE Harvard style.

[**School Effectiveness and School Improvement**](https://www.tandfonline.com/nses20)

Impact Factor: 1.367

CiteScore: 3.3

The journal focuses onpresenting information on educational effectiveness, practice and policy-making across primary and secondary education.

The Editors believe that the educational progress of all students, regardless of family background and economic status, is the key indicator of effectiveness and improvement in schools. The journalstrives to explore this idea with manuscripts that cover a range of subjects within the area of educational effectiveness at the classroom, school or system level, including, but not limited to:

* Effective pedagogy
* Classroom climate
* School ethos and leadership
* School improvement and reform programs
* Systemwide policy and reform

The journal does not subscribe to any particular methodology, and publishes quantitative, qualitative and mixed methods studies, literature reviews, historical overviews, case studies (except single case studies), theoretical and philosophical material and methodological papers, providing they are relevant to the field of educational effectiveness and demonstrate the rigor expected from a leading education journal.

A typical paper for this journal should be between 5000 and 8000 words, inclusive of tables, references, etc. (would need to shorten). Reference style is APA 7.