|  |
| --- |
| Anadolu University Journal of Education Faculty  ISSN: 2602-2249  2025, 9(1): XX-XX  <https://dergipark.org.tr/en/pub/aujef> |

Please write the title of your paper here without changing the format except for the first word the title should be written in lowercase\* †

First Author1\*, Second Author2, Third Author3, and Fourth Author4 (Do not fill out your name and institution information)

|  |
| --- |
| 1 Affiliation 1; [e-mail@e-mail.com](mailto:e-mail@e-mail.com)  2 Affiliation 2; e-mail@e-mail.com  3 Affiliation 1; e-mail@e-mail.com  4 Affiliation 2; e-mail@e-mail.com  \* Correspondence: e-mail@e-mail.com; (if there are multiple corresponding authors, add author initials)  † Presented at the title, place, and date.  \* Ethical approval information about the article will be added at the layout stage.  (All of the information in this section will be filled in during the layout phase) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Article Info** | |  | **Abstract** |
| **Type:** | Research |  | The abstract should be written in Lato fonts and font size 8 with single line spacing, justified to both margins. Abstracts should be between 150-300 words. Three to five words, word groups, or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. The abstract should include the research purpose, methods, participants, and import and results. The abstract should be written in Lato fonts and font size 8 with single line spacing, justified to both margins. Abstracts should be between 150-300 words. Three to five words, word groups, or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. The abstract should include the research purpose, methods, participants, and import and results. The abstract should be written in Lato fonts and font size 8 with single line spacing, justified to both margins. Abstracts should be between 150-300 words. Three to five words, word groups, or expressions representing the manuscript should be given as keywords. Only the initials of the first word of the keywords should be in capital letters. No citations should appear in the abstract. The abstract should include the research purpose, methods, participants, and import and results. |
| **DOI:** |  |  |
| **Article History:** | |  |
| Received:  Revised:  Accepted: | XX/XX/20XX  XX/XX/20XX  XX/XX/20XX |  |
| **Keywords** | |  |
| Keyword 1,  Keyword 2,  Keyword 3,  Keyword 4,  Keyword 5. | |
| **Highlights:** | |  |
| * Please write the highlights of your article in no more than 15 words. * Please write the highlights of your article in no more than 15 words. * Please write the highlights of your article in no more than 15 words. * Please write the highlights of your article in no more than 15 words. | |

|  |
| --- |
| Citation: Surname, N. (20XX). Article title. Anadolu University Journal of Education Faculty, 9(1), XX-XX (Do not fill out your name) |

1. Introduction

Please use the "Styles" feature of the Word program for each section of the article. The introduction section may include the conceptual/theoretical framework of the study, the discussion of the relevant literature, and the research purpose including the problem statement or research questions. The discussion of the relevant literature should consistently analyze the relevant literature; emphasize the gaps and inconsistencies in the literature and discuss actions toward solving these problems. The text should be typed as a single-column document. The authors must try to avoid using footnotes or end notes unless their use is essential. instead, the APA 7 referencing system must be used. If the authors feel they should use footnotes, they must prefer font size 8. Please use the "Styles" feature of the Word program for each section of the article. The main document to be used for peer review may include the title, abstract, keywords, main body, references, figures and tables, and supplementary materials. The names of all authors and their institutions should not be included in the anonymous main document. APA 7 writing style should be consistently used for in-text citations, tables, figures, and bibliography. Each paragraph must contain at least 3 sentences. APA 7 referencing style should be consistently used for in-text citations, tables, figures, and bibliography.

1.1. Section 2

Please use the "Styles" feature of the Word program for each section of the article. The introduction section may include the conceptual/theoretical framework of the study, the discussion of the relevant literature, and the research purpose including the problem statement or research questions. The discussion of the relevant literature should consistently analyze the relevant literature; emphasize the gaps and inconsistencies in the literature and discuss actions toward solving these problems. The text should be typed as a single-column document. The authors must try to avoid using footnotes or end notes unless their use is essential. instead, the APA 7 referencing system must be used. If the authors feel they should use footnotes, they must prefer font size 8. Please use the "Styles" feature of the Word program for each section of the article.

Lists in text should be horizontal and not vertical. The list should use Roman numerals [(i), (ii), and so on], not Arabic (1, 2). For example, a manuscript may include the sections of (i) introduction, (ii) method, (iii) findings, and (iv) discussion and conclusion. direct quotation

Please use the "Styles" feature of the Word program for each section of the article. Direct quotes (40+ words) should be 1 cm left-indented from the main text and typed in font size 8. They should not be written in italics. Direct quotes (40+ words) should be 1 cm left-indented from the main text and typed in “Lato”, font size 8. They should not be written in italics. Direct quotes (40+ words) should be 1 cm left-indented from the main text and typed in “Lato” or font size 8. They should not be written in italics.

The main document to be used for peer review may include the title, abstract, keywords, main body, references, figures and tables, and supplementary materials. The names of all authors and their institutions should not be included in the anonymous main document. APA 7 writing style should be consistently used for in-text citations, tables, figures, and bibliography. Each subsequent paragraph should be inserted following one line break after the previous paragraph. There should be no indentation throughout the article, and the spacing values before and after the paragraphs should be 0. The main document to be used for peer review may include the title, abstract, keywords, main body, references, figures and tables, and supplementary materials. The names of all authors and their institutions should not be included in the main document. The main document to be used for peer review may include the title, abstract, keywords, main body, references, figures and tables, and supplementary materials. The names of all authors and their institutions should not be included in the main document.

2. Method

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.1. Research Design

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.2. Participants, Procedure, and Ethical Considerations

Use the "Styles" feature of the Word program while preparing the tables. Tables, figures, pictures, graphics, and similar aspects should be embedded in the text, and not provided as appendices. Please locate tables as editable text and not as images however figures might be presented in different forms as images, etc. While generating tables, ensure that the indentation under the paragraph tab is as follows: before and after 0, single spacing. Tables and figures should be left aligned, and the text wrapping feature should be turned off. In the "auto-fit" option in tables, the "auto-fit to window" option must be selected. The "center" option must be selected in the table properties section in the alignment option. In the vertical alignment option in the cell section, the "center" option should be selected.

Use the "Styles" feature of the Word program while preparing the tables. Tables, figures, pictures, graphics, and similar aspects should be embedded in the text, and not provided as appendices. Please locate tables as editable text and not as images however figures might be presented in different forms as images, etc. While generating tables, ensure that the indentation under the paragraph tab is as follows: before and after 0, single spacing. Tables and figures should be left aligned, and the text wrapping feature should be turned off. In the "auto-fit" option in tables, the "auto-fit to window" option must be selected. The "center" option must be selected in the table properties section in the alignment option. In the vertical alignment option in the cell section, the "center" option should be selected.

**Table 1.** Demographic characteristics of the participating high school students

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Category** | **f** | **%** |
| Grade Level | Fifth | 10 | 20,9 |
| Sixth | 133 | 26,9 |
| Seventh | 128 | 25,9 |
| Gender | Female | 276 | 55,9 |
| Male | 218 | 44,1 |
| Mother’s Educational Background | Uneducated | 25 | 5,1 |
| Primary | 172 | 34,8 |
| Middle school | 177 | 35,8 |
| Secondary | 98 | 19,8 |
| Graduate or post-graduate | 22 | 4,5 |
| Father’s Educational Background | Uneducated | 10 | 2 |
| Primary | 112 | 22,7 |
| Middle school | 158 | 32 |
| Secondary | 166 | 33,6 |
| Graduate or post-graduate | 48 | 9,7 |

Table and figure numbers should be typed in Lato, font size 9 as “**Table 1**” or “**Figure 1**” (as bold). Still, the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic characteristics of the participating high school students”, with only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Lato, font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Lato font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Lato font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions. Table and figure numbers should be typed in Lato font size 9 as “**Table 1**” or “**Figure 1**” (as bold), but the remaining text in the headings of the tables and figures should be standard as “**Table 1.** Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions.

2.3. Measures

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.3.1. Earthquake Obsession Scale

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

2.4. Data Analysis

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics. The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

3. Results

The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. All figures and tables should be cited in the main text as Figure 1, Table 1, etc. Figures should be at least 300 DPI.

Please use the "Styles" feature of the Word program when adding the figures to the text. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. All figures and tables should be cited in the main text as Figure 1, Table 1, etc. Figures should be at least 300 DPI. Please use the "Styles" feature of the Word program when adding the figures to the text. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. All figures and tables should be cited in the main text as Figure 1, Table 1, etc. Figures should be at least 300 DPI. Please use the "Styles" feature of the Word program when adding the figures to the text.

metin, diyagram, ekran görüntüsü, çizgi içeren bir resim

Açıklama otomatik olarak oluşturuldu

**Figure 1.** The moderating effects of age and self-esteem on the direct relationship between social media addiction and academic procrastination

3.1. Subheading

The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results.

3.2. Subheading

The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results.

3.2. Subheading

The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results. The Results section should introduce the research results in texts, tables, and figures, as well as the interpretation of these results.

4. Discussion

The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research.

The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research.

5.1. Implications for theory and practice

The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research.

5.2. Limitations and directions for future research

The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research.

5. Conclusion

Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research. Please do not list the suggestions in a vertical order. Write your suggestions in paragraph form. The last section of the main text should conclude the previous section, compare them with the relevant literature, and discuss the implications of the research results in consideration of policy, practice, and future research.

|  |
| --- |
| **Statement of Researchers**  **(Do not fill out this part in the first submission. During the editing phase, we will add the information you provide on the title page to this section.)** |
| **Researchers’ contribution rate statement:** |
| **Conflict statement:** |
| **Data Availability Statement:** |
| **Acknowledgements:** |
| **Funding:** |
| **Presentation(s) or Awards at a meeting:** |
| **Ethical Considerations:** |
| **Author Biographies** |
| First Author, |
| Second Author, |
| Third Author, |

6. References

Ahorsu, D. K., Lin, C. Y., Imani, V., Saffari, M., Griffiths, M. D., & Pakpour, A. H. (2020). The fear of COVID-19 scale: development and initial validation. International Journal of Mental Health and Addiction, 1537–1545. <https://doi.org/10.1007/s11469-020-00270-8>

Bozkus-Genc, G., & Yucesoy-Ozkan, S. (2023). Efficacy of a parent-implemented pivotal response treatment for children with autism spectrum disorder. Journal of Autism and Developmental Disorders, 54, 3992–4005. <https://doi.org/10.1007/s10803-023-06113-4>

Birgin, O., & Öztürk, F. N. (2021). Türkiye’de matematik eğitimi alanında matematiksel modelleme çalışmalarına ilişkin eğilimler (2010-2020): tematik içerik analizi [Research trends on mathematical modelling in mathematics education in Turkey (2010-2020): a thematic content analysis]. e-Uluslararası Eğitim Araştırmaları Dergisi, 12(5), 118-140. <https://doi.org/10.19160/e-ijer.937654>

Chang, K.-C., Chang, Y.-H., Yen, C.-F., Chen, J.-S., Chen, P.-J., Lin, C.-Y., Griffiths, M. D., Potenza, M. N., & Pakpour, A. H. (2022). A longitudinal study of the effects of problematic smartphone use on social functioning among people with schizophrenia: Mediating roles for sleep quality and self-stigma. Journal of Behavioral Addictions, 11(2), 567-576. <https://doi.org/10.1556/2006.2022.00012>

Çengelci-Köse, T., & Bursa, S. (2020). Sosyal bilgiler öğretmen adaylarının hukuk okuryazarlığına ilişkin algıları [PRE-SERVICE Social studies teachers’ perceptions of legal literacy]. Journal of Uludağ University Faculty of Education, 33(2), 372-388. <https://doi.org/10.19171/uefad.609049>

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behaviour. Plenum.

Gürsoy, P. (2019). Bir matematik öğretmeninin cebir öğretim sürecinden yansımalar: fark etme becerisi [Reflections from a mathematics teacher’s algebra teaching process: Noticing]. [Unpublished master’s thesis]. Trabzon University, Türkiye.

İncikabı, S. (2020). Matematiksel modelleme etkinliklerinin ilköğretim matematik öğretmen adaylarının matematiksel modelleme yeterliklerine ve öğretim deneyimlerine yansımalarının araştırılması [Investigation of reflections of mathematical modeling activities on the mathematical modeling efficacy and teaching experiences of prospective primary school mathematics teachers]. [Unpublished doctoral dissertation]. Kastamonu University, Türkiye.

Kartol, A., Üztemur, S., & Yaşar, P. (2023). ‘I cannot see ahead’: psychological distress, doomscrolling and dark future among adult survivors following Mw 7.7. and 7.6 earthquakes in Türkiye. BMC Public Health, 23(1), 2513. <https://doi.org/10.1186/s12889-023-17460-3>

Kartol, A., Üztemur, S., & Yaşar, P. (2024). Development and validation of the earthquake obsession scale. Death Studies, 1-9. <https://doi.org/10.1080/07481187.2024.2317177>

Lin, C. Y., Ratan, Z. A., & Pakpour, A. H. (2023). Collection of smartphone and internet addiction. BMC Psychiatry, 23(1), 1-3. <https://doi.org/10.1186/s12888-023-04915-5>

Liu, W., Chen, J.-S., Gan, W. Y., Poon, W. C., Tung, S. E. H., Lee, L. J., Xu, P., Chen, I.-H., Griffiths, M. D., & Lin, C. Y. (2022). Associations of problematic internet use and weight-related self-stigma, and nomophobia with physical activity: Findings from mainland China, Taiwan, and Malaysia. International Journal of Environmental Research and Public Health, 19, 12135. <https://doi.org/10.3390/ijerph191912135>

Organization for Economic Co-operation and Development. (2016). Supporting teacher professionalism, insights from TALIS 2013.Paris: OECD Publishing. <https://dx.doi.org/10.1787/9789264248601-en>

Shi, Z., Guan, J., Chen, H., Liu, C., Ma, J., & Zhou, Z. (2023). Teacher-student relationships and smartphone addiction: the roles of achievement goal orientation and psychological resilience. Current Psychology, 42(20), 17074-17086. <https://doi.org/10.1007/s12144-022-02902-9>

Üztemur, S., & Dinç, E. (2023). Academic procrastination using social media: A cross‐sectional study with middle school students on the buffering and moderator roles of self‐control and gender. Psychology in the Schools, 60(4), 1060-1082. <https://doi.org/10.1002/pits.22818>

What will be the 10 most in-demanded jobs in 2020? (n. d.). <https://guthriejensen.com/blog/skills-future-2020-infographic/> 06.01.2020

Zeleke, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), Promoting mind–body health in schools: Interventions for mental health professionals (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>