**International Journal of Educational Studies and Policy**

**(IJESP)**

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# ABSTRACT

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The language of the article is English. The research should not exceed 9.000 words and 22 pages including titles and references. The title consists of at least 3 and at most 14 words. The number of tables, figures, graphics should not exceed 8. The abstract should not exceed 250 words. Keywords should be 3-7 words. In the content of the abstract, the aim of the research, the research model, the study group / universe-sample, data collection tool and data collection, data analyses, results, conclusion, and suggestions should be included.

For in-text references, the word ‘and’, for bibliography the symbol ‘&’ should be used. The abstract should be Times New Roman, justified, single-spaced. 0nk space should be left before and after each paragraph, and both right and left indents should be 1cm. Texts in the journal should be written in Times New Roman character, justified, single-spaced and 6nk space should be left before and after each paragraph. Indent the beginning of the paragraph. Maximum fourth-level heading should be used in the research. Introduction, Method, Results, Discussion, Conclusion and Suggestions are first level heading. Use the heading system in the template. Tables, figures and graphics should be prepared in accordance with Examples 1 and 2 given at the end of the "Article Template".

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* Prepare your work meticulously according to APA 7 writing rules. Pay particular attention to table, figure and graphic representations. First write the name of the table (give a reference), then give the table, and comment on the table under the table. A similar situation applies to graphics and figures.
* Detail the method section of your study. All procedures applied should be added to the method in detail. Do not forget that the inadequacy or incompleteness of your method is one of the main reasons for rejection.
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***Sections of the article must be ordered as follows:***

* Abstract (Aim, Research Methods, Results)
* Introduction, (Theoretical Framework)
* Method (Research Model, Study Group or Cluster, Data Collection Tools, Data Collection Process, Data Analyses)
* Results
* Discussion and Conclusion
* Suggestions
* References (Bibliography must be prepared according to the APA Referencing Style Guide 7th Edition.)

Style Features of the Tables, Figures, Graphics, Photographs etc.

(You can delete this part after using the examples. Please insert tables, figures and graphics into the article.).

Table 1. Various indices and databases

|  |  |
| --- | --- |
| **Various indices and databases** | **Internet address** |
| Social Science Citation Index | http://mjl.clarivate.com/cgi-bin/jrnlst/jloptions.cgi?PC=SS |
| Science Citation Index | http://mjl.clarivate.com/cgi-bin/jrnlst/jlresults.cgi?PC=D |
| Education Resources Information Center (ERIC) | https://eric.ed.gov/ |
| British Education Index | https://www.ebsco.com/products/research-databases/british-education-index |
| Australian Education Index (AEI) | https://www.acer.org/gb/library/australian-education-index-aei |
| H. W. Wilson Databases | https://www.ebsco.com/products/research-databases/h-w-wilson-databases |
| Web of Science | https://clarivate.com/products/web-of-science/ |

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***Example-2:***

Figure 1. Systematic literature review scheme (Parahoo, 2006)

(The style of displaying graphics, figures, and photographs)

# Introduction

## Second-level heading

Normal write style

### Third-level heading

Normal write style

#### Fourth-level heading

Normal write style

# Method

Normal write style

## Research Model

Normal write style

## Study Group-Universe/Sample

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## Data Collection Tool

Normal write style

## Data Collection

Normal write style

## Data Analyses

Normal write style

## Ethics committee approval process

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#  Results

Normal write style

# Discussion and Conclusion

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# Suggestions

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# Acknowledgements

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# Conflicts of Interest

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# Ethics

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# References

Abu-Tineh, A. M., Khasawneh, S. A., & Khalaileh, H. A. (2011). Teacher self-efficacy and classroom management styles in Jordanian schools*. Management in Education, 25*(4), 175-181. <https://doi.org/10.1177/0892020611420597> (Article)

Anderson, L. (2011). *Teacher diversity: Do male and female teachers have different self-efficacy and job satisfaction?* 33rd EGPA Conference. Bucharest, Romania. (Conference Paper)

Borden, D. (2013). *Classroom management: Research for beginning teachers*(Unpublished doctoral dissertation). Evergreen State College, Washington. (Dissertation)

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Martin, N. K., Yin, Z., & Mayall, H. (2006). Classroom management training, teaching experience and gender: Do these variables impact teachers' attitudes and beliefs toward classroom management style? Retrieved from: <https://eric.ed.gov/?q=ED494050> on 21.08.2018. (Text taken from the Internet. Access address must be used in all.)

Rosman, P. (2008). M-learning as a paradigm of a new forms in education*. Informační Management.* Retrieved from: <https://dspace5.zcu.cz/handle/11025/17221> (Report obtained from an institution)

Follow the referencing guidelines APA7. Ensure consistency between the citations in the text and the references listed.