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| ***Title of Your Manuscript*** |
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| ***Abstract***  *In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study in between 250-300 words* *In this part, write your work as an abstract the aim, method, findings, results and suggestions of your study in between 250-300 words.*  **Keywords:** *In English, write at least four keywords with commas and capital letters.* |
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**INTRODUCTION**

Write the content of the introduction part in this part with a journey from the general framework to the relevant literature and your problem. While doing this, do not forget to emphasize the problem statement and the importance of your research. If you need to use subtitles in this section, use them, but be careful not to have too many subtitles and follow the rules of subtitles below.

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**METHOD**

In this section, the model / design / methods and techniques of your research / population and sample / data collection tools / validity etc. focus on the issues. You can use subtitles depending on the nature of your method, but follow the heading rules below.

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**FINDINGS (AND DISCUSSION)**

Findings will be included in this section. If this section is in the form of "Findings and Discussion", a section called "Discussion" will not be required. Because the discussion will be made under each finding. The "Discussion" section can be given alone or as "Results and Discussion". However, the title of "Suggestions" will definitely be included in the form of "Results and Suggestions" or as "Conclusion, Discussion and Suggestions". Findings will be included in this section. If this section is in the form of "Findings and Discussion", a section called "Discussion" will not be required. Because the discussion will be made under each finding. The "Discussion" section can be given alone or as "Results and Discussion". However, the title of "Suggestions" will definitely be included in the form of "Results and Suggestions" or as "Conclusion, Discussion and Suggestions".

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In this section, heading must be done, and the following path must be followed in subtitles:

***1.The relationship between School Commitment and Job Satisfaction***

The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here.

**1.1.Differences according to Gender*:***The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here.

*1.1.1. Female Distribution:* The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here.

*1.1.2. Male Distribution:* The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here.

**1.2. If another subtitle needs:**The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here. The sentence will begin and continue from here.

***2. The relationship between School Commitment and School Climate***

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**Reminder:**

Two titles at the same level or different level should not come in a row, and care should be taken to have texts above and below the titles.

CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

Be sure to read the paragraph in the “FINDINGS AND DISCUSSION” section. If the title of this section is “CONCLUSION AND RECOMMENDATIONS”, then the “DISCUSSION” takes place either within the findings or as a separate title. If not, this section is called as “CONCLUSION, DISCUSSION AND RECOMMENDATIONS”.

What type of title it will be is up to you. However, briefly stated, “FINDINGS” include the ones emerged after the analysis of your data. These determinations include analysis expressions such as %, F, N, T-test, Variance, Code, and Theme. The section of “CONCLUSION/S” means that the finding/s are expressed clearly and decisively based on the research problem.

For instance, this statement is a finding: “While women were 70% successful, men were 30% successful”. “CONCLUSION/S” are clear statements of your finding/s. If we continue with the example finding just above, the concluding statement of that finding will be “women are more successful than men”.

“DISCUSSION” means collating your mind with the literature on the results of your research. If there are no studies cited directly in the literature, you can include studies that have an indirect relationship. To continue with the example above, although the conclusions of the research revealed that the success of women was higher than that of men, this result was not supported by studies on the same subject (Ersoy, 2007; Urartu, 2009; Farımaz 2014) in the literature. The reasons such as …...  can explain this difference. Your suggestions/ recommendations can be for researchers and practitioners and must be based on the results/conclusions. For example, for the result of the finding above, you can suggest that women should be given priority in employment in this type of work.

REFERENCES

According to APA 7, end of text referencing should be done (9 points and a “6 nk” between each reference). When you complete your study by taking the following criteria into account, delete the following.

***Some reference examples:***

**Article**

Hughes, G., Desantis, A., & Waszak, F. (2013). Mechanisms of intentional binding and sensory attenuation: The role of temporal prediction, temporal control, identity prediction, and motor prediction. *Psychological Bulletin, 139,* 133–151. http://dx.doi.org/10.1037/a0028566.

**Book**

Rogers, T. T., & McClelland, J. L. (2004). Semantic cognition: A parallel distributed processing approach. Cambridge, MA: MIT Press.

**Chapter in a book with an editor**

Gill, M. J., & Sypher, B. D. (2009). Workplace incivility and organizational trust. In P. Lutgen-Sandvik & B. D. Sypher (Eds.), Destructive organizational communication: Processes, consequences, and constructive ways of organizing (pp. 53–73). New York, NY: Taylor & Francis.

**Master Thesis**

Panasuk, N. (2008). *İşyerindeki stres yönetimi programlarında hangi değişkenler çalışıyor gibi görünüyor ve bu programlar ne kadar etkili?* (Yayımlanmamış yüksek lisans tezi). St. Scholastica Koleji, Duluth, Minnesota.

**Doctoral Dissertation**

Köprülü, D. (1994). *Üniversite kütüphanelerinde kitap koleksiyonunun kullanımı üzerine bir araştırma* (Yayımlanmamış doktora tezi). Hacettepe Üniversitesi, Ankara, Türkiye.

Considine, M. (1986). *Australian insurance politics in the 1970s: Two case studies.* (Unpublished doctoral dissertation). University of Melbourne, Melbourne, Australia.

Cooley, T. (2009). Design, development, and implementation of a Wireless Local Area Network (WLAN): The Hartford Job Corps Academy case study (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3344745)

**In an English article, if a Turkish article is cited (English of the article title is given in square brackets just after the Turkish title.):**

Al, U. ve Doğan, G. (2012). Hacettepe Üniversitesi Bilgi ve Belge Yönetimi Bölümü tezlerinin atıf analizi [Citation analysis of dissertations completed at Hacettepe University Department of Information Management]. *Türk Kütüphaneciliği*, 26, 349-369.

**Congres Paper (if published in book format)**

Wilkinson, R. (1999, December). Sociology as a marketing feast. In M. Collis, L. Munro and S. Russell (Eds.), *Sociology for the New Millennium* (pp. 281- 289). Papers presented at The Australian Sociological Association, Monash University, Melbourne: Celts Publishing.

**Congres Paper**

Taylor, J. A. (2006, November). Assessment: A tool for development and engagement in the first year of university study. Paper presented at *the Engaging Students: 9th Pacific Rim in Higher Education Conference.* Griffith, Australia. http://www.fyhe.com.au/past\_papers/2006/Papers/ Taylor.pdf

**CITATIONS AND TABLES, FIGURES ETC. IN TEXT**

**Citations in text:**

Toprakçı ve Ersoy (1998) explain thinking as ...

In a study ... found important (Toprakçı, 2014).

It is thought to be in the form of… (Ersoy & Toprakçı, 2014).

Several studies that have been done reveal the situation as ... (Toprakçı, 2013; Toprakçı & Ersoy, 2006).

**If you cannot cited the original:**

If you cannot read the original, you should only list and citiations the source

It is realized with ..., which Toprakçı (1990) highlighted (Cited in Ersoy, 1998).

It is possible to take measures in the form of ... (Cited in Ersoy, 1998 from Toprakçı, 1998).

**In multi-author citations, if it exceeds three people;**

In the first place mentioned: (Toprakçı, Çakır, Türe, Ersoy & Oflaz, 2015)

In the second and next mentioned place: (Toprakçı et al.,  2015)

**If there is more than one work of the same author in the same year;**

You can show as: Toprakçı (1990-a) (Toprakçı, 1990-b) (Toprakçı, 1990-c)

**In legal document citations:**

# Be sure to show it as (Turkey - Legal Gazette, 2018) by mentioning the name of the legal document.

Write the legal document in the refferences as follows:

Turkey-Legal Gazette (2018), Law on the establishment, duties and powers of the courts of first instance and regional courts of justice. *Turkey-Legal Gazette* Vol: 25606, 07 October 2004.

**Internet citations should never be given as links in the text and should be evaluated like other sources.**

**Table format**

A chart / picture / table/figure etc. It should not come immediately after a title, and there should be a text between the title. A chart / picture / table/figure etc. It should not come immediately after a title, and there should be a text between the title.

**Table 14.** *Numbers and percentages of the participants*

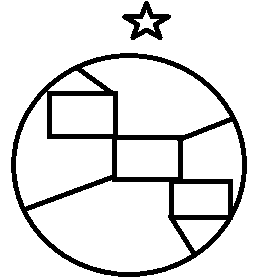
|  |  |  |  |
| --- | --- | --- | --- |
|  | **Gruplar** | **N** | **%** |
| **Gender** | Female | 409 | 56.8 |
| Male | 311 | 43.2 |
| **School type** | Primary | 175 | 24,3 |
| Middle | 269 | 37,4 |
| Secondary | 276 | 38,3 |
|  | **Total** | **720** | **100** |

if any, citations, (Toprakçı, 2007) - if any, abbreviation and explanation,-

No two tables/figures/grapihcs etc. should come in a row without a text between them. No two tables/figures/grapihcs etc. should come in a row without a text between them. No two tables/figures/grapihcs etc. should come in a row without a text between them. No two tables/figures/grapihcs etc. should come in a row without a text between them. No two tables/figures/grapihcs etc. should come in a row without a text between them.

**Tables, Chart, Figure and Graphics format:**

A chart / picture / table/figure etc. It should not come immediately after a title, and there should be a text between the title. A chart / picture / table/figure etc. It should not come immediately after a title, and there should be a text between the title.



**Şekil 2.** *Şeklin adı -Varsa Kaynak- (Toprakçı, 2001)*

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**Reminder:**

* When you have problems such as the width and length of the tables/figüre/chart etc., you can go to resize or reduction. Pay attention to aesthetics and legibility.
* Make sure that it is not divided between pages the content of the table / picture / graphic etc.