**Title[[1]](#footnote-1)**

(Tahoma, 14 pt, Bold, Centered, First Letters Capitalized, 1,15 lines space)

aName-Surname[[2]](#footnote-2), bName-Surname, cName-Surname

*aAffiliation; bAffiliation; cAffiliation*

|  |
| --- |
| **ABSTRACT** (Tahoma, 9 pt, Bold, Justified, Capitalized, 1,15 lines spacing, 6 nk space before and after) |
| *Tahoma, 9 pt, Justified, Capitalized, 1,15 lines spacing, 6 nk space before and after*The abstract should not exceed 250 words. It should include the purpose, method and important findings of the study. |
| ***Keywords*** (Tahoma, 9 pt, Bold, Justified, Capitalized, 1,15 lines spacing, 6 nk space before and after)***:*** Minimum 3 and maximum 5 keywords should be used. |

**INTRODUCTION** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after*

In this section, brief and concise information about the research topic should be given. The main purpose and sub-objectives of the study should be explained. The importance of the research should be stated in detail. In the last section, the originality of the study and the gap it will fill in the relevant literature should be explained.

**LITERATURE REVIEW** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after*

In this section, detailed information about the conceptual framework related to the research topic should be given. Previous studies and their results should be explained and the hypotheses tested in the study should be presented based on the literature. If desired, subheadings can be used in this section.

Table headings should be placed above the table and figure headings should be placed below the figure. No colouring or shading should be applied to the cells in tables and figures**. ‘Table X.’** and **‘Figure X.’** sections should be written in bold, but table and figure titles should not be bold.

***Secondary Title*** (Tahoma, 11 pt, Bold, Italic, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

**METHODOLOGY** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after*

In this section, the population, sample, research model, scales used in the study and data collection method should be explained. These topics should be presented in separate paragraphs without using subheadings. The research model should be included in this section. While explaining the population and sample, sample type and sample calculation should be specified. Table headings should be placed above the table and figure headings should be placed below the figure. No colouring or shading should be applied to the cells in tables and figures. **‘Table X.’** and **‘Figure X.’** sections should be written in bold, but table and figure titles should not be bold.

**Table 1.** Lorem ipsum dolor sit amet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender | f | % | Marital Status | f | % |
| Female |  |  | Married |  |  |
| Male |  |  | Single |  |  |
| Total |  |  | Total |  |  |



**Şekil 1.** Lorem ipsum dolor sit amet

***Secondary Title*** (Tahoma, 11 pt, Bold, Italic, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

**RESULTS** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after*

In this section, firstly, the validity and reliability analyses of the scales used in the study should be presented. Then, the normality tests performed before starting the analysis process should be explained. Then, demographic findings about the participants, findings obtained from other analyses used in the study and analyses for hypothesis tests should be included. Table headings should be placed above the table and figure headings should be placed below the figure. No colouring or shading should be applied to the cells in tables and figures. ‘Table X.’ and ‘Figure X.’ sections should be written in bold, but table and figure titles should not be bold.

***Secondary Title*** (Tahoma, 11 pt, Bold, Italic, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

**CONCLUSION and DISCUSSION** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after*

In this section, firstly, a brief introduction about the purpose and process of the study should be made. Then, each finding should be discussed and compared with the results of previous studies. In addition, the limitations of the study should be discussed and suggestions for future research should be presented.

**REFERENCES** (Tahoma, 12 pt, Bold, Justified, Uppercase, 1.15 line spacing, 6 nk space before and after)

*Tahoma, 11 pt, Justified, Hanging – 1,25 cm, 1,15 lines spacing*

APA 7 style should be used for referencing.

For detailed information on APA 7 citation style referencing: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Aron, L., Botella, M., & Lubart, T. (2019). Culinary arts: Talent and their development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Developing human potential into domain-specific talent* (pp. 345–359). American Psychological Association. <https://doi.org/10.1037/0000120-016>

Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences, USA, 116*(47), 23499–23504. <https://doi.org/10.1073/pnas.1910510116>

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, *8*(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

1. This study was presented as a paper at the ….. congress held on ….. and was published in the conference proceedings. / This study is derived from the master’s/doctoral thesis titled “……” by ……. [↑](#footnote-ref-1)
2. Corresponding Author: e-mail address [↑](#footnote-ref-2)