***Research Article*

|  |  |  |
| --- | --- | --- |
| **Please write the title of your paper here without changing the format except for the first word the title should be written in lowercase[[1]](#footnote-1)\*** |  | Journal of Teacher Development and Education  *1*(1), XX-XX,  ISSN: XXXX-XXXX  [https://journalted.com/](https://journalted.com/index.php/pub) |
| DOI: |
| Received: XX/XX/20XX  Revised: XX/XX/20XX  Accepted: XX/XX/20XX |
| This is an open-access article under the CC BY-NC-ND license  <https://creativecommons.org/licenses/by-nc-nd/4.0/> |

**First Author[[2]](#footnote-2), Second Author[[3]](#footnote-3), and Third Author[[4]](#footnote-4) (Do not fill out your name and institution information.)**

**Abstract**

The abstract should be written in Gill Sans Nova fonts and font size 10 with single line spacing, justified to both margins. Abstracts should be between 150-250 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 be written in Gill Sans Nova fonts and font size 8 with single line spacing, justified to both margins. Abstracts should be between 150-250 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 be written in Gill Sans Nova fonts and font size 8 with single line spacing, justified to both margins. Abstracts should be between 150-250 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 be written in Gill Sans Nova fonts and font size 8 with single line spacing, justified to both margins.

**Keywords:** Keyword 1, Keyword 2, Keyword 3, Keyword 4.

|  |
| --- |
| ***Cite:*** Surname, Name. (20XX). Article title. *Journal of Teacher Development and Education, 1*(1), XX-XX. Doi: |

**INTRODUCTION**

The Introduction and Background 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 analyse the relevant literature; emphasize the gaps and inconsistencies in the literature, and discuss actions toward solving these problems. The Introduction and Background section must not include any subheadings.

The font used in the entire manuscript should be **Gill Sans Nova, font size 10**. Page margins for the bottom and top should be pre-set as 2,5 cm, and for the right and left should be pre-set as 2,5 cm. The text should be justified with no hyphenation breaks in words at the end of a line. The text should be typed as a single-column document. Paragraphs and headings should not be indented, but aligned with the main text. In between the paragraphs, single-line spacing should only be used.

**Article titles should be boldfaced in Gill Sans Nova, font size 18.** Please use capitals in initial letters only, excluding the conjunction words, articles, and prepositions. The main headings (INTRODUCTION AND BACKGROUND, METHODS, FINDINGS, and DISCUSSION AND CONCLUSION) should be written in **Gill Sans Nova font size 12**, in boldfaced capital letters, and centred. Single line spacing should be given before and after the main headings, but only before the sub-headings. The subheadings should be written in bold but only the initials in capital letters, excluding conjunction words, articles, and prepositions. The subheadings must be in a standardised form not including any type of hierarchical order. So, the headings in the manuscripts should not be numbered.

The authors must try to avoid using footnotes or end notes unless their use is essential. Instead, APA 7 referencing system should be used. If the authors feel that they should use footnotes, they must prefer Gill Sans Nova, font size 8.

Emphasis should be expressed using quotation marks (“”) or italics. Please do not use boldfaced characters in the text.

Lists in the 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 and background, (ii) method, (iii) findings, and (iv) discussion and conclusion.

Direct quotes (40+ words) should be 1 cm left-indented from the main text and typed in Gill Sans Nova, font size 9. 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 main document.

**METHOD**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and 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.

**Research Design**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and 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 and 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.

**Participants and Procedure**

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 and etc. **For tables and figures, please use Gill Sans Nova, font size 9.** 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.

**Table 1.** Demographic Characteristics of the Participating Middle School Students

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Category** | ***f*** | **%** |
| **Grade Level** | Fifth | 12 | 20,9 |
| Sixth | 134 | 26,9 |
| Seventh | 125 | 25,9 |
| **Gender** | Female | 563 | 70,2 |
| Male | 239 | 29,8 |
| **Mother’s Educational Background** | Uneducated | 126 | 15,7 |
| Primary | 94 | 11,7 |
| Middle school | 101 | 12,6 |
| Secondary | 227 | 28,3 |
| Graduate or post-graduate | 254 | 31,7 |
| **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 Gill Sans Nova, font size 10 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.

**Measures**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and 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 and 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.

**Data Analysis**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and 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 and 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.

**Validity, Reliability, and Ethical Considerations**

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic and 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 and 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 and 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.

**FINDINGS**

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheading.

**Subheading I**

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheading.

**Subheading II**

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheading.

**Subheading III**

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section may include subheadings.

**DISCUSSION AND CONCLUSION**

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research.

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and the future research.

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and the future research.

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice and future research.

**Statement of Researchers**

**(Do not fill out this part in the first submission)**

**Researchers contribution rate statement:**

**Conflict statement:**

**Support and thanks:**

**REFERENCES**

Buehl, M. M., & Beck, J. S. (2015). The relationship between teachers’ beliefs and teachers’ practices. In H. Fives & M.G. Gill (Eds.), International Handbook of Research on Teachers’ Beliefs (pp.66–84). Routledge.

Horvath-Plyman, M. (2018). Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

İlğan, A., Aktan, O., & Akram, M. (2023). Professional development measuring the relationship among professional development activities, teacher leadership, and life satisfaction: professional development activities. *Journal of Education and Educational Development, 10*(1), 26-49. <https://doi.org/10.22555/joeed.v10i1.757>

İlğan, A., Çelik-Çalı, M., Sevim, F., & Bolat, Ö. (2021). Eğitimcilerin örgütsel güven algılarının mesleki gelişim faaliyetleri üzerindeki etkisi [The Effect of Educators’ Perception of Organizational Trust on Professional Development]. *Journal of Innovative Research in Teacher Education, 2*(3), 193-213. <https://doi.org/10.29329/jirte.2021.408.2>

Kirişçi, A. (2010). Öğretmenlerin kültürel değerleri ve çatışma yaklaşımları [Teachers’ cultural values and conflict approaches]. [Unpublished master thesis, Yıldız Teknik University]. <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Kirişçi, N., & Kirişçi Sarıkaya, A. (2023). Analyzing the creativity levels of pre-service teachers. *Trakya Journal of Education, 13*(2), 962-976. <https://doi.org/10.24315/tred.1101540>

Krippendorff, K. (2019). *Content analysis: An introduction to its methodology.* (4th ed). Sage.

Manfra, M. M., & Bolick, C. M. (2017). Introduction to the Wiley handbook of social studies research. In M. M. Manfra, & C. M. Bolick (Eds.), The Wiley handbook of social studies research (pp. 1e6). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118768747.ch1>

Organisation for Economic Co-operation and Development (OECD) (2019). PISA 2018 assessment and analytical framework. Paris: OECD Publishing. <https://doi.org/10.1787/b25efab8-en>

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>

Yang, J., Li, W., Gao, L., & Wang, X. (2020). How is anger related to adolescents’ cyberbullying perpetration? A moderated mediation analysis*. Journal of Interpersonal Violence*, 101, 297–310. <https://doi.org/10.1177/0886260520967129>

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>

|  |
| --- |
| **Author Biographies (Do not fill out this part in the first submission.)** |
| **First Author,** |
| **Second Author,** |
| **Third Author,** |

1. \* (Do not fill out this part in the first submission) [↑](#footnote-ref-1)
2. Corresponding author, <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-2)
3. <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-3)
4. <https://orcid.org/XXXX-XXXX-XXXX-XXXX>, University, Faculty, Department, Country, e-mail. [↑](#footnote-ref-4)