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| ***Abstract***  *In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words. In this part, write your work as a summary the aim, method, findings, results and suggestions of your study with 250-300 words.*  ***Keywords:*** *keyword1, keyword2, keyword3, keyword4* | *e-UPAD*  *E-International Journal of Pedandragogy*  *Vol: x, No: x, pp. x*  *Research Article*  *Received: x*  *Accepted: x* |

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**INTRODUCTION**

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**METHOD**

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**FINDINGS AND DISCUSSION**

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

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

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**Reminder:**

*Two headings at the same level or at different levels should not overlap, and care should be taken to include text above and below the headings. The same is true for tables. That is, a table should not come immediately after a heading*

CONCLUSION AND SUGGESTIONS

Please re-read the paragraph in section "Findings and Discussion". Please re-read the paragraph in section "Findings and Discussion". Although it varies according to the title of this section, if there is a "Discussion", the discussion built on each conclucion (subtitled if desired) should be included.

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REFERENCES

(9 points and a “6nk” between each reference).

In the in-text and end-of-text references;

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*a) A few examples in the text:*

In a study, Friedman [(1991)](#Friedman) found direct relationships between teacher burnout and school culture. Heck and Marcoulides [(1996)](#Heck) suggested that school environment has relationship with school culture as it affects both teachers and students. Abel and Sewell [(1999)](#Abel) indicated that the amount of stress and difficult working conditions have negative impacts on teachers from both rural and urban areas [(Lavian, 2012).](#Lavian) In line with these findings, schools with strong cultures have successful and motivated principals [(Engels et al., 2008](#Engels); [Macneil, Prater, & Busch, 2009)](#MacNeil) and establish meaningful relationships among teachers, students, and parents.

*b) A few examples at the end of the text:*

Abel, M.H., & Sewell, J. (1999). Stress and burnout in rural and urban secondar school teachers. *Journal of Educational Research*, *92*(5), 287-293.

Engels, N., Hotton, G., Devos, G., Bouckenooghe, D., & Aelterman, A. (2008). Principals in schools with a positive school culture. *Educational Studies,* 34(3), 159-174.

Friedman, I. A. (1991). High and low-burnout schools: School culture aspects of teacher burnout. *The Journal of Educational Research*, *84*(6), 325-333.

Heck, R. H., & Marcoulides, G. A. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement, 7*(1), 76-95.

Lavian, R. H. (2012). The impact of organizational climate on burnout among homeroom teachers and special education teachers (full classes/individual pupils) in mainstream schools. *Teachers and Teaching*, *18*(2), 233-247.

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84

**Declarations to be added immediately after the bibliography**

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We, as the authors of the study, have produced an original study; the preparation, data collection, analysis and that the principles and rules of scientific ethics have been complied with at all stages, including the presentation of information; this all data and information obtained within the scope of the study are cited and these sources are included in the bibliography that no changes have been made to the data used, that the study was conducted in accordance with the Committee on Publication Ethics (COPE) and declare that ethical duties and responsibilities are respected.

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**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).

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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;**

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

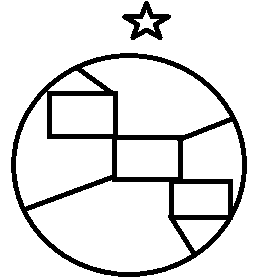
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| --- | --- | --- | --- |
|  | **Gruplar** | **N** | **%** |
| **Gender** | Female | 409 | 56.8 |
| Male | 311 | 43.2 |
| **School type** | Primary | 175 | 24,3 |
| Middle | 269 | 37,4 |
| Secondary | 276 | 38,3 |
|  | **Total** | **720** | **100**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

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:**

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

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*2For those not covered by Title 1: PhD Stud./MA Stud./MA/Teacher/Principal/Teacher-MA/Principal-MA Stud./etc*

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