

Formatting and Content Requirements for Manuscripts to be Submitted to *JYR*

General Formatting Requirements

Font	The font used in the entire manuscript should be Times New Roman, font size 10. For tables and figures, see below.
Page Layout	Page margins for bottom, top, right, and left should be pre-set as 2.5 cm (0.98 inch). Text should be justified with no hyphenation breaks in words at the end of a line. Text should be typed as a single-column document. Paragraphs and headings should not be indented, but aligned with the main text.
Paragraph Format	Paragraph indents should be pre-set in the tabs section as follows: <i>before</i> and <i>after</i> : 0.6 nk <i>line spacing</i> : 1.5.
Page Limit	Manuscripts prepared in compliance with the guidelines should not exceed 20 pages.



Manuscript Sections

Title	Article titles should be boldfaced and centered. If the study has been submitted before or extracted from a project or a thesis, an asterisk (*) should be placed at the end of the title and an explanation provided as a footnote. (Please refer to the sample).
Author(s)'s Names	Author's names should be written in bold. Authors' full names, titles, institutional affiliations, postal addresses, and contact details such as e-mail addresses should be mentioned. (Please refer to the sample).
Abstract	Abstracts should be between 150–200 words. No citations should appear in the abstract.
Key Words	5–8 words representing the manuscript should be given as keywords.
Main Text	Qualitative and quantitative studies should contain the following sections: <i>Introduction</i> , <i>Method</i> , <i>Findings</i> , and <i>Discussion</i> . The Methods section must include Sampling/Study Population, Data Collection Tools, and Procedure as sub-sections if an original research method has been used. Literature reviews should elaborate on the problem, analyze the relevant literature, emphasize the gaps and inconsistencies in the literature, and discuss actions toward solving these problems. Other types of studies can allow slight variations in sections, but they should not contain too many details and sub-sections that could distract readers' attention and compromise readability.
References	Both in-text citations and references should comply with the APA guidelines as provided in the <i>Publication Manual of American Psychological Association</i> (APA) (6th edition). For guidelines to follow for References pages, please see Basic Formatting for References given below.



Tables, Figures, and Appendices

Tables and Figures	Tables, figures, pictures, graphics, and similar aspects should be embedded in the text, and not provided as appendices. For tables and figures, use Times New Roman, font size 9. Under the Paragraph tab, ensure that the indentation is as follows: <ul style="list-style-type: none">• <i>before and after</i>: 0• <i>spacing</i>: Single <i>Tables and figures should be left aligned, and the text wrapping feature should be turned off.</i> <i>Please refer to the sample below for tables.</i>
Appendices	<i>Each appendix should be displayed on a separate page after the references section.</i>

Format for Titles and Headings

Titles and Headings	The initial letter of headings at all levels should be capitalized (<i>and</i> , <i>with</i> , <i>of</i> , and the are always typed in small letters. These words should be capitalized when they appear as the first words in headings). Headings for tables and figures should be formatted accordingly.
Main Titles (Level 1)	The title of the manuscript and main headings (Method, Findings, and Discussion) should be centered and boldfaced. There is no need to provide a title for the introduction section.
Secondary Headings (Level 2)	These should be boldfaced and aligned to the left. They should be separated from the previous paragraph by one line spacing.
Tertiary Headings (Level 3)	These should be boldfaced and aligned to the left. They should be followed by a colon and then the text. They do not need to be separated from the previous paragraph by line spacing.
Quaternary Headings (Level 4)	These should be boldfaced, italicized, and aligned to the left. They should be followed by a column and then the text. They do not need to be separated from the previous paragraph by line spacing.
Quinary Headings (Level 5)	These should be italicized and aligned to the left. They should be followed by a column and then the text. They do not need to be separated from the previous paragraph by line spacing. More than five levels of headings are not advisable.
Table and Figure Headings	Table and figure numbers should be typed in normal as “Table 1” or “Figure 1” Table and figure headings should be in italics.



References

In-text citations	Use and in in-text citations between authors’ names, instead of an ampersand (&). <div>Ex: Arpaci and Kuyu's (2000) research ... (no apostrophe in parenthesis) (Arpaci & Kuyu, 2010, p. 72) (Arpaci, Kuyu, & Huysuz, 2000, pp. 12-13) For details please refer to <i>Basic Citation Formats</i> in the table below</div>
Order of citations	Citations should be arranged in alphabetical order. <div>Ex: (Arpaci, 2013; Arpaci & Kuyu, 2010, p. 15; Karman, 2000, 2004, 2010; Zengin, Warrant, Guner, Aykut, & Karpat, 2013)</div>
Secondary sources	A secondary source (one quoted from another source) should be cited as follows: <div>Ex: (Torgerson, 1958, pp. 1-8 as cited in Baykul, 2000)</div>

Basic Citation Formats

Type of citation	In-text citation	Subsequent in-text citations	First citation in parentheses	Subsequent citations in parentheses
One author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
Two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
Three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
Four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo ve Walsh, 2006)	(Bradley et al., 2006)
Five authors	Walker, Allen, Bradley, Ramirez, Walker, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, Walker, & Soo, 2008)	(Walker et al., 2008)
Six and more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein ve ark., 2005)
Abbreviation of institutions (for commonly used ones)	Organization for Economic Co-operation and Development (OECD, 2003)	OECD (2003)	(Organization for Economic Co-operation and Development [OECD], 2003)	(Wasserstein et al., 2005)



Other Guidelines

Emphasis	Do not use boldfaced characters in text. Emphasis should be expressed using quotation marks (""") or <i>italics</i> .
Listing	Lists in text should be horizontal and not vertical. Further, the list should use Roman numeral ((i), (ii), and so on), not Arabic (1, 2).
Direct Quotations	Direct quotes should be left-indented from the main text and typed in 9-point font. They need not be italicized. Please refer to the sample manuscript for examples.

Reference Examples

Books	Book in Turkish Balcı, A. (2007). <i>Sosyal bilimlerde araştırma: Yöntem, teknik ve ilkeler</i> . Ankara: Pegem Akademi Yayıncılık.
	Book Translated into Turkish Morris, C. (2002). <i>Psikolojiyi anlamak</i> (Trans. A. Erkuş, A. D. Batgün, & B. Ayvaşık). Ankara: TPD Yayınları.
	Edited Book Bahar, M. (Ed.). (2006). <i>Fen ve teknoloji öğretimi</i> . Ankara: Pegem Akademi Yayıncılık.
	Turkish Book with Multiple Authors Büyüköztürk, Ş., Çakmak, E. Ç., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2009). <i>Bilimsel araştırma yöntemleri</i> . Ankara: Pegem Akademi Yayınları.
	Book in English Bryman, A., & Cramer, D. (1997). <i>Quantitative data analysis with SPSS for Windows: A guide for social scientists</i> . New York: Routledge.
	Book Chapter in Edited Book Gülgöz, S. (2005). Five factor theory and NEO-PI-R in Turkey. In J. Allik & R. R. McCrae (Eds.), <i>The five-factor model of personality across cultures</i> (pp. 175-196). Dordrecht, Netherlands: Kluwer Academic Publishers.
Periodicals	Turkish Article Bursal, M., & Yiğit, N. (2012). Fen ve teknoloji öğretmen adaylarının bilgi iletişim teknolojileri (BİT) kullanımı ve materyal tasarımı özyeterlik inanışları. <i>Kuram ve Uygulamada Eğitim Bilimleri</i> , 12, 1073-1088.
	Journal article with DOI Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. <i>Health Psychology</i> , 24, 225-229. doi: 10.1037/0278-6133.24.2.225
	Journal article with DOI, more than seven authors Gilbert, D. G., McClarnon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. <i>Nicotine and Tobacco Research</i> , 6, 249-267. doi:10.1080/14622200410001676305
	Online Magazine Article Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. <i>E-Journal of Applied Psychology</i> , 2(2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap
	Advance Online Publication Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. <i>Knowledge Management Research & Practice</i> . Advance online publication. doi:10.1057/palgrave.kmrp.8500141
Doctoral Dissertations and Master's Theses	Master's Thesis, from a Commercial Database McNiel, D. S. (2006). <i>Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother</i> (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)
	Doctoral Dissertation, from an Institutional Database Adams, R. J. (1973). <i>Building a foundation for evaluation of instruction in higher education and continuing education</i> (Doctoral dissertation). Retrieved from http://www.ohiolink.edu/etd/
	Doctoral Dissertation, from the Web Bruckman, A. (1997). MOOSE Crossing: <i>Construction, community, and learning in a networked virtual world for kids</i> (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from http://www-static.cc.gatech.edu/-asb/thesis/
	Doctoral Dissertation, Abstracted in DAI Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. <i>Dissertation Abstracts International: Section B. Sciences and Engineering</i> , 65(10), 5428.
	Doctoral Thesis, from a University outside the United States Carlbon, P. (2000). <i>Carbody and passengers in rail vehicle dynamics</i> (Doctoral thesis, Royal Institute of Technology, Stockholm, Sweden). Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-3029
	Doctoral Dissertations and Master's Theses in Turkish Atkinci, H. (2001). <i>İlköğretim birinci kademe eğitim programlarının yaratıcı düşünmenin gelişimine etkisi</i> (Master's thesis, Onsekiz Mayıs University, Canakkale, Turkey). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/ Aydın, F. (2009). <i>İşbirlikli öğrenme yönteminin 10. sınıf coğrafya dersinde başarıya, tutuma ve motivasyona etkileri</i> (Doctoral dissertation, Onsekiz Mayıs University, Canakkale, Turkey). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/
Meetings and Symposia	Symposium Contributor, A. A., Contributor, B. B., Contributor, C. C., & Contributor, D. D. (Year, Month). Title of contribution. In E. E. Chairperson (Chair), <i>Title of symposium</i> . Symposium conducted at the meeting of Organization Name, Location.
	Paper Presentation or Poster Session Presenter, A. A. (Year, Month). <i>Title of paper or poster</i> . Paper or poster session presented at the meeting of Organization Name, Location.
	Symposium Contribution Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chair), <i>Housing and consumer behavior</i> . Symposium conducted at the meeting of the Federal Reserve Bank of Kansas City, Jackson Hole, WY.
	Conference Paper Abstract Retrieved Online Liu, S. (2005, May). <i>Defending against business crises with the help of intelligent agent based early warning solutions</i> . Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from http://www.iceis.org/iceis2005/abstracts_2005.htm
	Proceedings Published Regularly Online Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. <i>Proceedings of the National Academy of Sciences</i> , 105, 12593-12598. doi:10.1073/pnas.0805417105
	Proceedings Published in Book Form Katz, I., Gabayan, K., & Aghajan, H. (2007). A multi-touch surface using multiple cameras. In J. Blanc-Talon, W. Philips, D. Popescu, & P. Scheunders (Eds.), <i>Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems</i> (pp. 97-108). Berlin, Germany: Springer-Verlag. doi:10.1007/978-3-540-74607-2_9

Efficiency of Social Studies Integrated Character Education Program

Abstract

The aim of this study was to define the level of quality and types of analytical errors for measurement instruments used [i.e., interview forms, achievement tests and scales] in doctoral dissertations produced in educational sciences in Turkey. The study was designed to determine the levels of factors concerning quality in research methods and the case study model was used. Theoretical universe for the study was 324 doctoral dissertations in educational sciences in Turkey from 2003 to 2007. Sampling group was consisted of 211 doctoral dissertations accessed through online in the National Thesis Center. In order to collect the data, an evaluation form was developed by the researcher and the data analysis method was epistemological document analysis. In the analysis process, frequencies, descriptive statistics, and typology analysis techniques were used. The findings indicate that the properties of measurement tools used in dissertations in educational sciences were absent and that the most common analytical mistake was the absence of validity.

Keywords: Research in educational sciences • Measurement instrument • Design errors • Character education • Social studies

The number of educational research concerning the educational system has gained an important role in the decade. While some of the published studies have created a basis for educational reforms, another portion has tested the results of previous research and the reliability via literature review (Balcı & Apaydın, 2009; Odom et al., 2005; Onwuegbuzie & Daniel, 2003). In parallel to this growth in quantity, inquiry process of educational research, the results reached through the conduct of research and the availability of high quality works are quite important. When these studies were examined, some authors' findings included misconceptions, contrary to the reality, opposite findings were expressed. This study provides an important and necessary synthesis of studies (Dunkin, 1996).

Purpose

The purpose of this study was to examine the quality of research, measurement instruments and the types of analytical errors in doctoral dissertations in educational sciences produced in the Turkish universities.

SAMPLE ARTICLE

Method

Research Design

While conducting the research, which aimed to determine the measurement instruments used and the analytical errors in the doctoral dissertations in educational sciences between the years of 2003 and 2007, the case study design had been used in addition to the other qualitative research designs (Creswell, 1998; Merriam, 1998).

Universe and Sampling

The theoretical universe of this research was the doctoral dissertations produced in Turkey in education sciences. Yet, the theoretical universe to study, which was identified by taking into consideration the improvements in methodology and whether they were up to date, included 324 doctoral dissertations education sciences between the years of 2003 and 2007 (Yüksek Öğretim Kurulu [YÖK], 2008).

Data Analysis

Quantitative Dimension: SPSS package was used to analyze the data. The comparisons according to the variables of gender, branch and position were made and chi-square test was conducted.

Qualitative Method: Content analysis method was used to analyze the qualitative data. In the analysis of the qualitative data, other questions were encoded and their frequency analyses were conducted. The questions were evaluated and interpreted together with their frequency. The obtained findings were significantly classified. The frequency of the opinions that were classified was determined and the conclusions were interpreted via this obtained data (Silverman, 2006).

Results

The measurement instruments used in doctoral theses in educational sciences and their percentages were as follows: (1) *scale* ($n = 163$, %63.1) and (2) *interview form* ($n = 54$, %20.9), (3) *achievement test* ($n = 32$, %12.4) and (4) *observation form* ($n = 9$, %12.4).

The general quality levels of measurement instruments vary from 0.68 to 5.57 based on the item. The total average point of measuring instruments was calculated as 2.18 [SD = 1.46, Median = 1.86]. The quality levels of interview forms vary from 2.51 to 5.34 based on the item. The total average point of interview forms was calculated as 3.85 [SD = 2.08, Median = 3.67]. The quality levels of achievement tests vary from 1.19 to 4.97 based on the item. The total average point of achievement tests was calculated as 2.39 [SD = 1.28, Median = 2.20].

Table 1

Multiple Regression Results Regarding the Relationship between Demographic Characteristics and Resiliency Level of Students

Variables	B	Std. Error	β	t
Constant	58.55	2.161		27.101
Gender	1.48	.757	.085	1.961
Grade level	-.521	.369	-.066	-1.414
GPA	1.430	.431	.146	3.322
Absenteeism	-1.310	.450	-.137	-2.914

$R = .271$ $R^2 = .073$

$F_{(4, 505)} = 9.98, p < .01$

The present quantitative study results were also supported by qualitative data. Two examples of expressions made by PPETs after intervention are following:

“...If I consider my status before participating in this study, I think I am better at measurement and evaluation in physical education and general education. I can apply alternative assessments tools better henceforward...”

“...We are more knowledgeable now. In the future, we are going to be able to better...”

Discussion

The level of measurement instruments used in doctoral theses in educational sciences by means of general properties were normally insufficient while the info was not provided regarding the properties of the measurement instruments in the qualitative studies which was considered as an error (Punch, 2005; Neuman, 2007). These finding were similar to the research findings of Onwuegbuzie (2002), Stevenson (2000), and West, Carmody and Stallings (1983).

The quality level of *interview forms* used as measurement instrument in doctoral theses was insufficient. The most important error in this dimension was the lack of pilot studies or lack of explanations of pilot test results in the theses where pilot study has been conducted (Mason, 1996; Patton, 2002).

The quality level of *achievement tests* used as other measurement instruments in doctoral theses was insufficient. This result of the research was in correspondence with some of the earlier research findings [see: Hall, 1986; Kircaali-İftar, 1999; Onwuegbuzie, 2002].

References

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SAMPLE ARTICLE

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Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice*. Advance online publication. doi:10.1057/palgrave.kmrp.8500141