Full Title of Your Paper (Written in TNR 12, Capitalized Each Word, Not More than 18 Words)

Your Name (First, Middle, Last)
Institution Name (University, Town, State)
E-mail: baroud@gmail.com)

Abstract

Abstracts are written in English between 200 up to 250 words that contain (1) background/research urgency, (2) research aim(s), (3) research method, (4) results or findings, and (5) conclusion(s).

Keywords: Write 3 - 5 words/phrases which is really the keyword of the article/research here, lowercase, separated by commas, no period after the keyword sequence.
Note: The keywords are typed in regular font, *not in italics*

Introduction

This section discusses the results and conclusions of previously published studies, to help explain why the current study is of scientific interest.

The statement of the problem should be given in the introduction in a clear and concise manner. The background or rationale for the study is included here as well as a demonstration of how previous research is related to the study, together with its limitations. So, the bulk of the Introduction section is **background literature** on the topic. Try to provide the reader with enough information on the topic to be able to conclude that the research is important and that the hypotheses are reasonable. The last section of the Introduction states **the purpose and the objectives of the research**. **Hypotheses** are also included here at the end of this section. Hypotheses are written in past tense because they are connected with a finished study.

In APA any source you use in your paper must have an in-text citation. In APA these citations include the author's last name and the year of the publication in parentheses (Aroud, 2017). If the source you are using does not identify an author, use a shortened version of the source title rather than the author's name (E-Portfolios for Education, 2006).

Sections can have subsections with headings. For example, a Method section might have Participants, Materials, and Procedure subsections if there are enough details to explain to warrant such headings. Bold some headings. Below are examples.
APA 7.0 supports five levels of headings.

Heading Level 1

Heading Level 2

Text begins indented as a new paragraph.

Heading Level 3

Text begins indented as a new paragraph.

Heading Level 4. Text begins on the same line and continues as a regular paragraph.
Heading Level 5. Text begins on the same line and continues as a regular paragraph.

The heading styles are set in this document to correspond with those heading levels 1 through 5. The next heading is a Heading 1. It will be followed by a Heading 2.

Methods

Research Design

Text. Text. Text.

Participants

Text. Text. Text.

Research Procedures

Text. Text. Text.

Data Collection Technique(s)

Text. Text. Text.

Data Analysis Technique

Text. Text. Text.

First Heading 3 Level in the Section

Text. Text. Text.

Second Heading 3 Level in the Section

If you use one Heading 3, you should use a second, just like when you create an outline, if you have an "A" you should have a "B"

First Heading 4 Level in the Section. Text. Text. Text.

Second Heading 4 Level in the Section. If you use one Heading 4, you should use a second, just like when you create an outline, if you have an "A." you should have a "B."

First Heading 5 Level in the Section. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text. Text.

Second Heading 5 Level in the Section. If you use one Heading 5, you should use a second, just like when you create an outline, if you have an "A." you should have a "B."

Results

The goal of the Results section is to present the main findings of the research **without deducing their meaning.** Here, the grouped data and the results of the statistical analyses carried out are included. Figures, tables and graphs are also placed here, as well as a summary or description of the data. Information such as the subjects' average scores or ratings and how the scores varied among the different groups should also be included in this section.

The Results section should always be presented in a systematic way following the sequence of the Methods section on which the results are based (in other words - includes subsections that describe the answer to a particular experimental procedure that was elaborated in the Methods). It's often helpful to use tables describing results, especially when the author has a lot of data to report (such as means and standard deviations) or is describing correlations. Sometimes it is helpful to remind the reader of the hypothesis before presenting each result. It is also a good idea to tell the reader what type of data analysis was done before it is presented.

Outcome 1

Text. Text. Text.

Table 1 XXXX (Font TNR, 10)

No	Title	Title



Figure 1 XXXX (Font TNR, 10)

Outcome 2

Text. Text. Text.

Table 1 XXXX (Font TNR, 10)

No	Title	Title



Figure 1 XXXX (Font TNR, 10)

Discussion

The objective here is to provide an **interpretation** of your results and support for all of your conclusions, using evidence from your experiment (research) and generally accepted knowledge, if appropriate. Suggest future directions for research, new methods, explanations for deviations from previously published results, etc. Emphasize any theoretical or practical consequences of the results.

Open the Discussion section with a clear statement of the support or nonsupport for your original hypotheses, distinguished by primary and secondary hypotheses. If hypotheses were not supported, offer post hoc explanations. **Similarities and differences between your results and the work of others should be used** to contextualize, confirm, and clarify your conclusions. Results should also be commented in a theoretically meaningful way (**How do**

the findings fit in with previous theory and literature? Are the results consistent or inconsistent with what has been found in the past? If they are inconsistent, how can it be explained?).

Do not simply reformulate and repeat points already made; each new statement should contribute to your interpretation and to the reader's understanding of the problem.

Your interpretation of the results should take into account (a) sources of potential bias and other threats to internal validity, (b) the imprecision of measures, (c) the overall number of tests or overlap among tests, (d) the effect sizes observed, and (e) other limitations or weaknesses of the study. If an intervention is involved, discuss whether it was successful and the mechanism by which it was intended to work (causal pathways) and/or alternative mechanisms. Also, discuss barriers to implementing the intervention or manipulation as well as the fidelity with which the intervention or manipulation was implemented in the study, that is, any differences between the manipulation as planned and as implemented.

Acknowledge the limitations of your research and address alternative explanations of the results. Discuss the generalizability, or external validity, of the findings.

This critical analysis should take into account differences between the target population and the accessed sample. For interventions, discuss characteristics that make them more or less applicable to circumstances not included in the study, how and what outcomes were measured (relative to other measures that might have been used), the length of time to measurement (between the end of the intervention and the measurement of outcomes), incentives, compliance rates, and specific settings involved in the study as well as other contextual issues.

End the Discussion section with a reasoned and justifiable commentary on the importance of your findings. This concluding section may be brief or extensive provided that it is tightly reasoned, self-contained, and not overstated. In this section, you might briefly return to a discussion of why the problem is important (as stated in the introduction); what larger issues, those that transcend the particulars of the subfield, might hinge on the findings; and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

Include **limitations of the study**. Describe the ways in which the internal or external validity of the study may have been compromised. Was the sample biased? Were the measures problematic? Think about what you would do different next time if you conducted a similar study. Future research ideas are often discussed when limitations are discussed.

Conclusion

Conclusion should be the best part of your paper. A conclusion should: (1) stress the importance of the thesis statement, (2) give the essay a sense of completeness, and (3) leave a final impression on the reader.

Conclusion describes the implications of findings to theory and practice, highlight practical applications of findings, gives some additional directions for future research. Direct answers to the original questions or hypotheses are included, in other words, the verification of the hypotheses goes here. The answers to the questions or the hypotheses must be explained, supported and defended with results. This explanation should consider the conflicting results, unexpected findings and discrepancies with other research. It is relevant to include the implications of the study, a comparison with previous research, innovations and the contribution of the study to new developments. Suggestions for further research, a brief

statement on the limitations of the project and any pedagogical implications the paper may indicate.

Acknowledgments

Acknowledgements, funding information and declaration of competing interests have been removed for blind review.

Conflict of interests

The authors declare that they have no conflict of interest.

References

The relevant number of the in-text cited works is **at least** 30. And at least half of them should go **Scopus / WoS indexed** and **newly published**. The use of good references throughout the paper gives the work credibility.

If your reference has a DOI, include that DOI (It is MANDATORY). Please, use the following doi format http://dx.doi.org/10.1037/rmh0000008

Herbst, D. M., Griffith, N. R., & Slama, K. M. (2014). Rodeo cowboys: Conforming to masculine norms and help-seeking behaviors for depression. *Journal of Rural Mental Health, 38,* 20–35. http://dx.doi.org/10.1037/rmh0000008

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Aroud, B. H., Breck, P. T., & Falkone, R. M. (2016). Title of journal article. Journal of Research in Personality, *13*, 254-276. http://dx.doi.org/10.1016/0032-026X.56.6.895

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