Article Title Title

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Keywords
3-5 words or phrases, alphabetic
First keyword
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Third keyword

Abstract
(single paragraph, not more than 250 words, standalone; no citation)
Background of study:
Aims and scope of paper:
Methods:
Result:
Conclusion:

1. Introduction

A well-crafted introduction should guide the reader toward understanding the significance and novelty of the research without discussing the results or presenting an exhaustive literature review. The introduction is a critical component of a research article, as it clearly establishes the research question, scope, rationale, aims, and objectives, provides the contextual foundation for interpreting the study's findings, and guides readers in understanding the significance and contribution of the research (Tavakol & O'Brien, 2023). Specifically, the introduction must include the following key elements:

Background of the study: Briefly introduce the **current issue or phenomenon** that motivates the research and explain **why it deserves scholarly attention**. Provide only the background information necessary to understand the research problem. The background should be concise and focused, preferably limited to one paragraph.

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Rationale of the study: Explain the **scientific and practical rationale** for conducting the research. Highlight unresolved problems, limitations of **existing approaches or solutions**, or other reasons why further investigation is needed. The rationale should clearly establish **the significance and relevance of the study** and lead logically to the research focus.

Literature review and state of the art: Provide a concise and critical synthesis of relevant **previous studies and current developments in the field**. Avoid presenting the literature as an author-by-author list; instead, organize it **thematically, conceptually, methodologically, or according to major findings**. Identify **key trends, dominant approaches, important advancements, and limitations of existing studies**. The state of the art should clarify **what is currently known, what approaches have been established, and how far research in the field has progressed**. Avoid an extensive literature survey and include only studies that are directly relevant to positioning the current research.

Gap analysis: Clearly identify the **knowledge gap, methodological limitation, unresolved issue, or underexplored context** that the current study seeks to address. The research gap should emerge logically from the preceding literature review and state of the art rather than being presented as an unsupported claim. Explain **what remains unknown or insufficiently addressed and why addressing this gap is important**. This section should establish the **novelty and potential contribution of the study**.

Purpose of the study: Clearly state the **research objective(s), research question(s), and/or hypotheses, where applicable**, at the end of the Introduction. Use direct and declarative language, such as "This study aims to…" or "The objective of this study is to…". The stated purpose should be **directly aligned with the identified research gap** and should clearly indicate what the study intends to investigate.

2. Method

This section describes how the study was conducted, providing sufficient detail to ensure replicability and to demonstrate methodological rigor. Each part should be written clearly and concisely, focusing on transparency and coherence. The method section must include the following key elements:

Study Design: Explain the overall design of the study (e.g., experimental, quasi-experimental, correlational, survey, case study). Include the type of approach (quantitative, qualitative, or mixed methods) and justify the choice based on the research objectives.

Participants: Provide details about the individuals involved in the study, including the number of participants, their demographic characteristics (e.g., age, gender, educational background), and relevant inclusion or exclusion criteria. This helps clarify the scope and representativeness of the sample.

Target Population and Sampling Techniques: Describe the broader population from which the sample was drawn. Explain the sampling method (e.g., random sampling, stratified sampling, purposive sampling) and provide a rationale for its appropriateness in relation to the study's goals.

Instruments (including sample items, scoring procedures, and psychometric details such as validity and reliability): List all instruments or tools used for data collection. Include sample items, scoring procedures, and any scales employed. Report psychometric properties such as validity (e.g., content, construct) and reliability (e.g., Cronbach's alpha, inter-rater reliability), with references to prior studies or the current study's validation process.

Measurement Tools: Describe any measurement or assessment tools that are distinct from survey instruments, such as observation protocols, performance tests, rubrics, or standardized instruments. Specify what each tool measured and how data were recorded or scored.

Research Procedures and Timeline (if applicable): Detail the sequence of research activities, including data collection phases, interventions (if any), and other key procedural steps. If relevant, include a timeline or duration of each phase, especially in longitudinal or multi-stage studies.

Data Analysis Strategy (include statistical tests used and types of comparisons; standard methods need no justification, while advanced techniques should be supported with citations): Outline the statistical or qualitative analysis methods used to answer the research questions. For quantitative studies, specify the statistical tests conducted (e.g., t-test, ANOVA, regression analysis), the software used, and any assumptions tested. For advanced or uncommon methods, provide citations. For qualitative studies, describe the coding procedures, analytical frameworks, or software tools used.

3. Results and Discussion

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This section presents the findings of the study and interprets them in relation to the research questions, relevant literature, and broader educational implications. It should demonstrate both analytical depth and scholarly engagement. The results and discussion section must include the following key elements:

3.1.Results (Mandatory)

Present the key findings of the study in a clear, logical, and concise manner. Use tables, figures, or charts where appropriate to support the data presentation. Focus on answering the research questions or testing the hypotheses without interpreting the results, interpretation belongs in the **Discussion** section. Only include findings that are relevant to the study's objectives.

3.2.Discussion (Mandatory)

Interpret and explain the significance of the key findings through critical analysis and synthesis, supported by clear and relevant data. Provide a **deep and accurate interpretation** of the results rather than merely describing or restating them. Critically **compare the findings** with relevant theoretical frameworks and recent previous studies, highlighting consistencies, discrepancies, and possible explanations for the observed outcomes. Where relevant, discuss whether the research methods adequately support the interpretation of the findings. **Explain how the findings** contribute to the field, address the research gap, refine existing knowledge, or offer new insights. A discussion that only describes the findings without interpretation, critical comparison, or scholarly synthesis is considered insufficient.

3.3.Implications (Mandatory)

Authors should clearly describe the practical, theoretical, and/or policy implications of their findings, explaining how the results contribute to the field and can be applied or interpreted beyond the specific context of the study. The implications should demonstrate the significance of the findings for research, practice, or decision-making and highlight their potential relevance for broader educational contexts.

3.4.Limitations (Mandatory)

Acknowledge any limitations in the study design, methodology, or scope that may affect the generalizability or validity of the findings. Be honest yet constructive; discussing limitations strengthens the credibility of the study and signals areas for improvement.

3.4.1. Section Headings

Authors are allowed to use headings up to **Level 4** only. Please structure your manuscript clearly and consistently using hierarchical headings to enhance readability and logical flow. The use of more than three levels of subheadings is not permitted (Akinnusi & Olatunde, 2025).

3.4.1.1. Tables

Tables are sequentially numbered with the table title and number above the table. Tables should be centered in the column OR on the page. Tables are referred in the text by the table number. eg: Table 1. Do not show vertical line in the table. There is only horizontal line should be shown within the table. A manuscript may contain a **maximum of 10 tables**. If a manuscript includes more than 10 tables, authors are encouraged to prioritize the ten most essential tables. Any additional tables (Table 11 and onwards) should be placed in the Appendix.

Only include data in tables that are: (1) Essential for understanding the results, (2) Summarized and comparable (e.g., statistical values, experimental findings, coded responses), (3) Better interpreted visually in a structured format rather than text. Avoid placing in tables: (1) Raw data or overly detailed figures that could overwhelm the reader, (2) Descriptive content better presented as narrative, (3) Redundant information already discussed fully in the text.

Tables should be **clear, concise, and self-explanatory** without needing to refer excessively to the main text.

Table 1. Table Title

No	Information	Total

3.4.1.2. Figures

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Figures are sequentially numbered commencing at 1 with the figure title and number below the figure as shown in Figure 1. Detailed recommendations for figures are as follows: (1) Ensure that figures are clear and legible with typed letterings, (2) Black & white or colored figures are allowed, (3) Hard copy illustrations should, preferably, be scanned and included in the electronic version of the submission in an appropriate format as follows: BMP; WMF; EPS; Microsoft Graph; Microsoft Draw. A manuscript may contain a **maximum of 5 figures**. If a manuscript includes more than 5 figure, authors are encouraged to prioritize the ten most essential figures. Any additional figure (Figure 6 and onwards) should be placed in the Appendix.

Figure 1. Figure Title

3.4.1.3. Bullets

Bulleted and numbered lists **should be avoided** within the body text. Authors are encouraged to present information in the form of **descriptive paragraphs** to ensure better narrative flow and coherence throughout the manuscript.

3.4.1.4. Equations

Equations should be numbered serially within parentheses as shown in Equation (1). Equation should be prepared using MS Equation Editor (not in image format). The equation number is to be placed at the extreme right side.

$$\frac{-b\pm\sqrt{b^2-4ac}}{2a} \quad (1)$$

3.4.1.5. Units, Abbreviations and Symbols

Metric units are preferred. Define abbreviations and symbols at the first time as they are introduced in the text. Definition of symbols should be presented in paragraph form, not as list bulleted.

4. Conclusion

The main conclusion(s) of the study should be presented in a short conclusion statement highlighting the goals of the study and its importance. State new hypotheses when warranted. Include recommendations when appropriate. Conclusion shall be written in a paragraph. Do not repeat the Abstract or just list experimental results.

Author Contributions

To promote transparency, we encourage authors to provide an author statement file detailing their specific contributions to the paper using the relevant CRediT roles: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should list authors' names first, followed by their respective CRediT role(s). For example: Nur Hudha: Conceptualization, Methodology, Software. John Smith: Data curation, Writing - Original draft preparation. Jane White: Visualization, Investigation. Bruce Buck: Supervision. Matt Jr.: Software, Validation. Peter Long: Writing - Reviewing and Editing.

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Declaration of Conflicting Interests

All authors must disclose any financial and personal relationships with other people or organizations that could inappropriately influence (bias) their work. Examples of potential competing interests include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/ registrations, and grants or other funding. Authors must disclose any interests in two places: 1. A summary declaration of interest statement in the title page file (if double anonymized) or the manuscript file (if single anonymized). If there are no interests to declare then please state this: 'Declarations of interest: none'. 2. Detailed disclosures as part of a separate Declaration of Interest form, which forms part of the journal's official records. It is important for potential interests to be declared in both places and that the information matches.

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethics and Consent Declarations

Describe the ethical considerations and consent procedures applied in conducting the study. Specify whether the research received approval from an institutional review board (IRB), ethics committee, or equivalent body, including the name of the institution and approval number if available. Clearly state whether informed consent was obtained from all participants, and explain how consent was secured (e.g., written, verbal, or implied).

Indicate how participant confidentiality and privacy were protected, including any anonymization or data protection measures implemented. If the study involved vulnerable populations, sensitive data, or specific ethical risks, describe how these issues were addressed.

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Explain where and how the data supporting the findings of this study can be accessed, including any repository links, digital object identifiers (DOIs), or specific access instructions. Indicate whether the data are openly available, available upon reasonable request, or subject to restrictions (e.g., due to privacy, ethical, or legal considerations). If the data are not publicly available, please provide a clear justification. Additionally, specify the type of data shared (e.g., raw data, processed data, analysis scripts), and ensure that all shared datasets are properly anonymized if they involve human participants.

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

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References

All references cited in the manuscript must be listed in the reference section and formatted consistently according to the journal's citation style (APA 7th edition).

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The references should reflect the **main scientific foundations** of the research and consist only of **sources the authors have read**.

Each manuscript must include **a minimum of 20 references**, with at least **80% drawn from peer-reviewed scientific journals** published within the **last ten years**. While the use of **textbooks should be minimized**, citations from **general websites must be avoided**, unless they originate from credible scientific institutions or official data sources.

Authors are **required to provide DOIs or stable URLs** for all references whenever available. To ensure scholarly integrity, **excessive self-citation should be avoided**, as well as **excessive citations of publications from the same region**, in order to maintain a balanced and globally relevant perspective.

Although the use of reference management tools such as Zotero, Mendeley, or EndNote is encouraged, authors must **manually verify all metadata**. Including author names, article titles, journal names, volume, issue, page numbers, and DOIs to ensure completeness and accuracy. Unnecessary inflation of references should be avoided.

Akinnusi, A. E., & Olatunde, O. T. (2025). Existentialist education, good governance and democratic culture in Nigeria. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, *6*(1), 5. https://doi.org/10.17977/um065.v6.i1.2026.5

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