
The title should be concise and accurately reflect the article's main content (Maximum 15 words, Align Left, Bold, 16 pt)

Author^{1*} , **Author²** , **Author³** 

¹Department/Study Program, Faculty, University, City, Country

²Department/Study Program, Faculty, University, City, Country

³Department/Study Program, Faculty, University, City, Country

*Corresponding Author: email Author

Article Info

Article history:

Received month dd, yyyy

Revised month dd, yyyy

Accepted month dd, yyyy

Keywords: Must consist of exactly **five specific words** or phrases that accurately reflect the article's core content.

Keywords must be relevant, written in lowercase, separated by commas, and should not include abbreviations, overly broad, or generic terms.

Copyright © 2025 by the Authors. This is an open-access article under the CC BY-SA license.



How to cite:

Author, Author, Author. (Year). Title of the article. *Educational Management and Administration Journal*, 1(1), pp. x-xx.

1. Introduction (11pt)

Manuscript Format: Manuscripts must be prepared using Microsoft Word on A4-sized paper with a single-column layout and single-line spacing. The text should be written in Times New Roman, 11-point font, fully justified, with page margins of 2.5 cm on the left and 2.0 cm on the top, bottom, and right. The manuscript should not exceed 12 pages for original research articles or 16 pages for review or policy papers, including all references, tables, and figures. Authors must use the official **EduMAJ manuscript template** on the journal website to ensure consistent formatting. Section headings must follow a clear numbering structure, where main headings (e.g., 1. Introduction, 2. Method) are in bold, sentence case, and left-aligned, and subheadings (e.g., 2.1 Research Design) follow the same format. Page numbers, headers, and footers should not be included. All figures must be of high resolution (minimum 300 dpi), clearly labeled, and positioned close to their first mention in the text. Editable formats (e.g., Excel or PowerPoint) are preferred for figures; images from statistical or modeling software (e.g., SPSS,

SmartPLS, STATA, AMOS) are acceptable in high-quality PNG, JPEG, or TIFF format. Each figure must be numbered consecutively and include a concise caption placed below the image. Tables must be created using the Word table function, not inserted as images, numbered sequentially, and include a clear title placed above. Complex tables or figures that exceed space limitations should be submitted as supplementary material and referred to appropriately within the text. All manuscripts submitted to EduMAJ will undergo a plagiarism screening process using Turnitin or comparable software. A **similarity index of no more than 25%** is required, excluding references, quotations, and template text. Manuscripts exceeding this threshold will be returned for revision or rejected. Authors must ensure their work is original and cited correctly in academic ethics.

Title of the Article (Times New Roman, 16 pt, Bold, Left-Aligned): The article title must be clear, specific, and accurately reflect the core focus of the research within the field of educational management, leadership, policy, or administration. It should be concise—no more than 15 words—and written in grammatically correct, academic English. Avoid abbreviations, technical jargon, rhetorical phrases, or ambiguous wording. Use sentence case formatting, where only the first word and proper nouns are capitalized. The title should be informative and allow readers to understand the topic and analytical approach without relying on the abstract. **Example:** The influence of spiritual leadership on teacher performance: The mediating role of organizational commitment

Author(s) Information: Author names must be written in bold using Times New Roman, 11-point font, left-aligned, and without academic titles or degrees. Each author's institutional affiliation must be listed below in their name, and the department (if applicable), institution name, city, and country must be included. Authors must include their ORCID ID using the official ORCID icon () placed immediately after the name, hyperlinked to their individual ORCID profile. The icon must be visible but unobtrusive, ensuring uniformity and clarity. If authors are affiliated with different institutions, superscript numbers must be added after each author's name and correspond to their respective affiliations. The corresponding author should be marked with an asterisk (*) following their name, and only this author's email address should be listed, placed below all author information. The corresponding author is responsible for all communication throughout the peer-review and publication process. All author information must be consistently left-aligned and formatted according to these specifications.

Keywords: Authors must provide exactly five keywords or phrases that accurately represent the core concepts of the article. The keywords should be specific, relevant, and highly searchable to enhance discoverability in academic indexing platforms such as Scopus, ERIC, and Google Scholar. Keywords must be written in lowercase, separated by commas, and should not include abbreviations, overly general terms, or vague descriptors such as "education," "study," or "research." Authors are encouraged to use a combination of topical terms, key constructs, methodological approaches, population groups, or theoretical frameworks, where applicable. Standardized subject vocabularies—such as ERIC Thesaurus or other controlled education-related indexing terms—are recommended to improve indexing accuracy and academic visibility. All keywords must reflect the actual scope of the research and should be consistent with the terminology used throughout the manuscript.

Introduction: The introduction must be well-structured, focused, and persuasive, presenting the research's background, significance, and rationale in educational management, leadership, policy, or administration. Authors should begin by highlighting real-world issues, theoretical debates, or empirical trends that justify the research topic, using credible and up-to-date scholarly sources (**preferably from the last 5–10 years**). A critical synthesis of relevant literature must identify gaps, unresolved problems, or underexplored areas, situating the present study within current academic discourse and global educational priorities. Authors should acknowledge foundational theories or conceptual frameworks that inform the research perspective. The research problem must be articulated, evidence-based, and positioned within the study's educational context, whether it involves schools, higher education institutions, or educational systems. The introduction should conclude with a specific research objective, hypothesis, or question reflecting the study's scope and intended contribution. Authors must emphasize the study's novelty, originality, or practical implications, particularly in improving educational practice, informing policy, or contributing to leadership theory. A deductive logic is preferred; an inductive structure is appropriate for qualitative studies, and the chosen approach should be justified. Clarity, coherence, and logical paragraph progression must be maintained throughout. Define key terms when necessary and ensure the language is academically precise yet accessible to readers across disciplines.

The introduction must use APA 7th Edition citation style and prioritize using primary sources and reputable academic journals to strengthen the scholarly grounding of the study.

2. Method (11pt)

The Method section must provide a clear, transparent, and structured explanation of how the research was conducted. Authors are strongly encouraged to organize this section into four key subheadings: 2.1 Research Design and Participants, 2.2 Instruments and Data Collection, 2.3 Data Analysis, and 2.4 Ethical Considerations. All content in this section must be written in the past tense, consistent with the research objectives and questions.

2.1 Research Design and Participants (11pt)

Clearly state the research design employed (e.g., descriptive survey, correlational study, explanatory sequential mixed-methods, ex post facto, exploratory, confirmatory, or case study) and justify why it is suitable for addressing the research problem. Describe the characteristics of the study population and context (e.g., schools, universities, education offices) and the unit of analysis (e.g., teachers, principals, students, policymakers). Specify the sampling technique used (e.g., purposive, cluster, stratified random, quota, snowball), and clearly state the sample size and how it was determined. Sample size justification may refer to established sampling formulas, including Krejcie & Morgan (1970), Isaac & Michael (1981), power analysis, or other relevant methods appropriate for the study design. Provide detailed inclusion and exclusion criteria for participant selection and summarize the participants' key demographic or institutional characteristics (e.g., gender, age, role, institutional type). Describe each research site for multi-site studies and explain variations across settings or education levels.

2.2 Instruments and Data Collection (11pt)

Describe all instruments used, including the number of items, dimensions or variables measured, scale types (e.g., Likert, ordinal), and sources for standardized tools—report validity and reliability indicators, preferably from peer-reviewed studies. Describe the adaptation or validation process and any pretesting or piloting if adapting or developing instruments. Detailed data collection procedures (who, when, where, and how) and information on enumerator training, recruitment, and informed consent are included.

2.3 Data Analysis (11pt)

Explain how the data were prepared and analyzed. For quantitative research, specify the statistical techniques (e.g., descriptive statistics, correlation, regression, SEM), assumptions tested, and software used (e.g., SPSS, AMOS, SmartPLS, STATA). For qualitative research, describe the analysis approach (e.g., thematic analysis, coding steps) and strategies to ensure trustworthiness (e.g., triangulation, peer debriefing). Describe how missing data were handled, and report any subgroup or sensitivity analyses conducted.

2.4 Ethical Considerations

This section should be included if the study involves human participants, sensitive data, or requires ethical approval. Authors must state whether ethical approval was obtained from a recognized ethics committee, including the Institution's name and approval number. The process of obtaining informed consent and the measures taken to ensure confidentiality and anonymity should be described.

3. Results and Discussion (11pt)

The Results and Discussion section must systematically and objectively present the research findings, followed by a critical and scholarly interpretation of their meaning. This section must align closely with the research objectives and questions and avoid redundancy, over-reporting, or speculative statements. Authors must divide this section into two subheadings: 3.1 Results and 3.2 Discussion. While the Results sub-section should be descriptive and data-driven, the Discussion must provide analytical insight, referencing current literature and theoretical frameworks to position the findings within the broader field of educational management. Using figures, tables, or models is encouraged to enhance clarity and presentation.

3.1 Results (11pt)

Present findings in a precise, logical sequence, preferably organized based on the research questions or hypotheses. Begin with descriptive statistics (e.g., means, standard deviations, percentages), followed by inferential or model-based analysis (e.g., correlation, regression, ANOVA, SEM), depending on the research design. Report key values such as p-values, effect sizes, and confidence intervals. Organize the data into emergent themes for qualitative studies, supported by representative quotations or excerpts. Figures and tables must be numbered consecutively (e.g., Table 1, Table 2), cited in the text, and accompanied by clear captions. Avoid duplicating data between tables and text. If mathematical models (e.g., regression, path analysis, or SEM equations) are used, ensure equations are formatted using appropriate tools (Equation Editor or MathType), left-aligned, and numbered at the right margin. All variables and parameters must be defined immediately after each equation.

Table 1. Assessment of path analysis and hypothesis testing					
	Original Sample	Standard Deviation	t-statistics	p-values	Decision
$X \square Y$	0.509	0.132	3.852	0.000	H1 supported
$X \square M_1$	0.584	0.081	7.208	0.000	H2 supported
$X \square M_2$	0.731	0.079	9.263	0.000	H3 supported
$M_1 \square Y$	0.417	0.115	3.611	0.000	H4 supported
$M_2 \square Y$	-0.158	0.122	1.298	0.194	H5 not supported
$X \square M_1 \square Y$	0.244	0.077	3.145	0.002	H6 supported
$X \square M_2 \square Y$	-0.116	0.097	1.197	0.231	H7 not supported

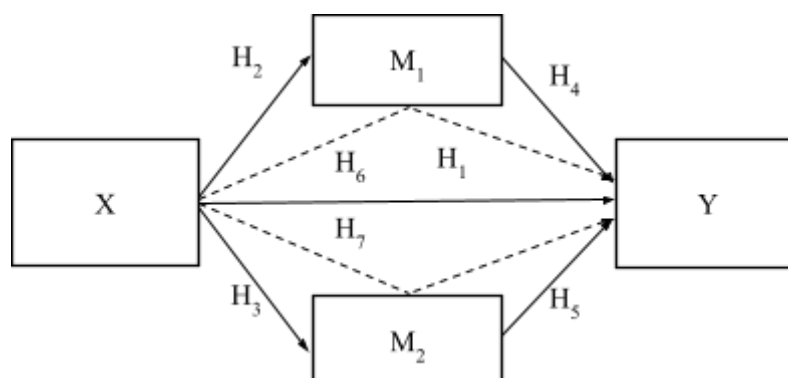


Figure 1. Research framework model

$$\eta_1 = \gamma_{11}\xi_1 + \gamma_{12}\xi_2 + \gamma_{13}\xi_3 + \zeta_1 \quad (1)$$

Where:

η_1 = endogenous latent variable 1 (e.g., nursing performance)

ξ_1, ξ_2, ξ_3 = exogenous latent variables (e.g., motivation, training, workload)

$\gamma_{11}, \gamma_{12}, \gamma_{13}$ = regression coefficients for each predictor

ζ_1 = error term or unexplained variance in η_1

3.2 Discussion

This section must interpret the findings critically and analytically, linking them to the research questions, objectives, and relevant theories or models. Authors must begin by stating how the findings support or challenge the hypotheses or address the research questions. Analyze each significant finding concerning recent and relevant scholarly literature (**preferably from the last 5–10 years**) locally and internationally. The discussion must go beyond simply restating the results to provide conceptual insights, integration with previous studies, and possible theoretical or contextual explanations. Unexpected

findings must be addressed transparently, and plausible reasons or confounding factors should be discussed.

Authors must explore the practical and theoretical implications of the study, especially in terms of educational leadership, school governance, policy development, or organizational improvement. Broader issues such as decentralization, teacher development, institutional reform, or educational equity may also be considered. Where applicable, include comparative insights (e.g., cross-institutional, cultural, or national) to strengthen the generalizability of the findings.

A strong discussion should also acknowledge the study's limitations (e.g., sample size, instrument validity, response bias), explaining how they may affect the interpretation or applicability of the results. Finally, provide clear and actionable recommendations for future research, identifying unresolved gaps or emerging questions. Maintain a scholarly tone throughout, using precise academic English, and ensure that reliable sources support all claims using APA 7th edition referencing.

4. Conclusion

The Conclusion must provide a concise and coherent synthesis of the study's key findings, clearly reflecting the research objectives and substantiated by evidence in previous sections. Rather than restating the results, this section should highlight the study's contributions to educational management theory, policy, or institutional practice. Authors should emphasize the significance of the findings in addressing challenges in educational leadership, organizational improvement, or governance reform and, where relevant, discuss their implications at local, national, or international levels. The Conclusion must also briefly acknowledge the study's main limitations, such as sample size, methodological approach, or contextual constraints, and discuss how these factors may affect the interpretation or generalizability of the results. Based on these limitations or knowledge gaps, authors should propose relevant and actionable directions for future research that can refine, extend, or validate the current findings. This paragraph must be written in clear, scholarly language and demonstrate a critical reflection on how the study advances educational management and administration discourse.

Acknowledgments (if applicable, 11 pt)

The Acknowledgments section should briefly recognize individuals, institutions, or organizations that contributed meaningfully to the research but do not meet the criteria for authorship. This may include those who provided administrative coordination, field access, data support, methodological advice, or language editing. Authors must also disclose any financial support or funding received, stating the name of the funding agency and grant or contract number, if applicable. If external funding was involved, authors must indicate whether the funders had any role in the research design, data collection, data analysis, interpretation of findings, or decision to publish. It is the author's responsibility to ensure that all individuals mentioned in this section have consented to be acknowledged.

Conflict of Interest

Authors must disclose any actual or potential conflicts of interest that could influence the research process, findings, interpretation, or the decision to publish the manuscript. Such conflicts may include, but are not limited to, financial relationships, institutional affiliations, employment or consultancy engagements, personal or professional relationships, intellectual property rights, or academic and political interests that may bias the study. If no conflicts exist, authors must explicitly state: **"The authors declare no conflict of interest."** Each author is individually responsible for the accuracy and completeness of their disclosure, and failure to disclose relevant conflicts may lead to rejection or retraction of the manuscript.

References

The References section must present a comprehensive, accurate, and up-to-date list of all sources cited in the manuscript, using the APA 7th edition referencing style with complete consistency between in-text citations and the reference list. Authors should use reference management tools like Mendeley, Zotero, or EndNote to ensure proper formatting and citation integrity. Original research articles must include at least 25 references, while review papers must include at least 50, with at least 80% of the sources coming from peer-reviewed national or international journals published within the last 5 to 10 years, except for seminal or foundational works. A maximum of 20% may include books or book chapters

from reputable academic publishers. All references must be directly cited in the main text, relevant to the research topic, written in Times New Roman, 11 pt, single-spaced, and fully justified. Journal articles must include a DOI when available, and authors must avoid citing unreliable or non-academic sources such as blogs, Wikipedia, predatory journals, or unverifiable websites. Manuscripts that do not meet these referencing standards may be returned for revision before proceeding to peer review. Below are key guidelines for formatting references:

1. **Books:**
Author(s). (Year). *Title of the book* (Edition, if applicable). Publisher.
2. **Journal Articles:**
Author(s). (Year). Title of the article. *Title of the Journal*, Volume(Issue), page range.
<https://doi.org/xx.xxx>
3. **Websites:**
Author(s). (Year). Title of the webpage. *Website Name*. URL
4. **Edited Books/Chapters:**
Author(s) of the chapter. (Year). Title of the chapter. In Editor(s) (Ed.), *Title of the book* (pp. page range). Publisher.
5. **Online Chapters from Open Access Edited Books:**
Author(s) of the chapter. (Year). Title of the chapter. In Editor(s) (Eds.), *Title of the book*. Publisher.
<https://xxx>
6. **Theses, Dissertations, or Reports:**
Format:
Author. (Year). *Title of the thesis or dissertation* (Publication type, Institution). Source or database.
URL (if available)
7. **Conference Proceedings or Presentations:**
Author(s). (Year). Title of the paper. In Editor(s) (Eds.), *Proceedings Title* (pp. page range). Publisher.
<https://doi.org/xx.xxx> (if available)
8. **Other Sources:**
Other sources should follow the APA guidelines outlined in the *American Psychological Association Publication Manual, 7th edition*.