

Article Title

The title should be clear, concise (max. 14 words in English), and effectively represent the content. Use a creative, engaging title and avoid the words *influence*, *relationship*, and *case study*. The title must be written in bold, title case, and centered, using Times New Roman (12 pt) font.

To maintain the blind review process, authors must exclude their name, affiliation, and email address from the submitted article. The author information should be provided on a separate cover page.

Abstract

The abstract should be written in English, with a maximum of 150 words, and formatted in Times New Roman, 12 pt, double-spaced, and left-aligned. It should be clear and concise, summarizing the importance of the research topic, research purpose (stated directly without justification), methods, and key results. The abstract should conclude with a brief statement on the significance, contribution, or implications of the findings.

Keywords: keyword 1, keyword 2, keyword 3

Article Title

Introduction

The introduction should provide an overview of the research background, significance, and theoretical framework, concluding with the research objectives and/or hypotheses. It should not exceed 10% of the total manuscript length (2–4 pages). This section must include a description of the latest developments in the research topic, supported by recent and primary literature. It should also highlight the gaps between existing studies or between research findings and the current factual situation. Furthermore, the introduction must present the researcher's argument on addressing these gaps, demonstrating the study's contribution to scientific development. Finally, it should clearly state the research objectives. If the explanation requires multiple points, they must be incorporated into a cohesive paragraph rather than formatted as a list.

Method

The methods section should provide a detailed description of the research methodology and design, including variable identification, research subjects, data collection techniques, research instruments, research procedures, and statistical analysis techniques. These elements can be presented in a single paragraph or as subheadings within the methods section. If subheadings are used, they should be written without numbering. This section should not exceed 10% of the total manuscript length (2–4 pages). The explanation should focus on a clear and descriptive account of the research process, ensuring that other researchers can replicate or verify the procedures.

Results

The results section presents a detailed explanation of the data obtained in the study. This section should comprise 30–40% of the total manuscript length (3–6 pages). The data

presented should not be raw or unprocessed but rather the results of analyses and hypothesis testing that clearly address the research questions and highlight the key findings.

If tables, charts, or figures are included, they should be designed for quick and easy interpretation by readers. These visual elements should not contain raw data that still requires further processing but should instead display organized and analyzed information that supports the study's findings.

Discussion

The discussion section provides a detailed analysis of the research findings by relating them to previous studies. This section should comprise 30–40% of the total manuscript length and focus on a critical and substantive analysis of the results. The discussion should compare the findings with those of prior research, drawing on relevant, recent, and primary literature. This comparison should highlight differences from previous studies to demonstrate the study's contribution to scientific knowledge and its impact on the field.

Additionally, the discussion should acknowledge any limitations of the study, such as methodological constraints, sample size, data collection methods, or potential biases, to provide context for interpreting the findings. It should also suggest directions for future research, including exploring different populations, applying alternative methodologies, or addressing unresolved questions. This ensures a balanced perspective by recognizing both the study's contributions and areas for further exploration.

Conclusion

The conclusion section provides a concise statement of the answers to the research objectives and questions. It should not be a summary of the results but a clear, brief, and precise synthesis based on the findings and discussion. The conclusion should be presented in a single paragraph and written in narrative form, not as a numbered list. It should highlight

the key research findings and any new insights or contributions to the advancement of psychological science.

References

The reference list must be arranged in alphabetical and chronological order. It is mandatory to use a Reference Manager such as Mendeley, EndNote, or the References feature in Microsoft Word. The reference list must include all sources cited in the manuscript and should consist of references that are (a) relevant, (b) at least 81% recent (published within the last 5–10 years), and (c) at least 81% primary sources, primarily journal articles. The formatting of tables, figures, and references must strictly follow the guidelines of the American Psychological Association (APA) 7th Edition.

Examples

Journal article:

Avery, R. J., Bryant, W. K., Mathios, A., Kang, H., & Bell, D. (2006). Electronic course evaluations: Does an online delivery system influence student evaluations? *The Journal of Economic Education*, 37(1), 21–37.
<https://doi.org/10.3200/JECE.37.1.21-37>

Book:

Berk, R. A. (2013). *Top 10 flashpoints in student ratings and the evaluation of teaching*. Stylus.

Table:

Table 1

Means and Standard Deviations for Response Rates (Course Delivery Method by Evaluation Year)

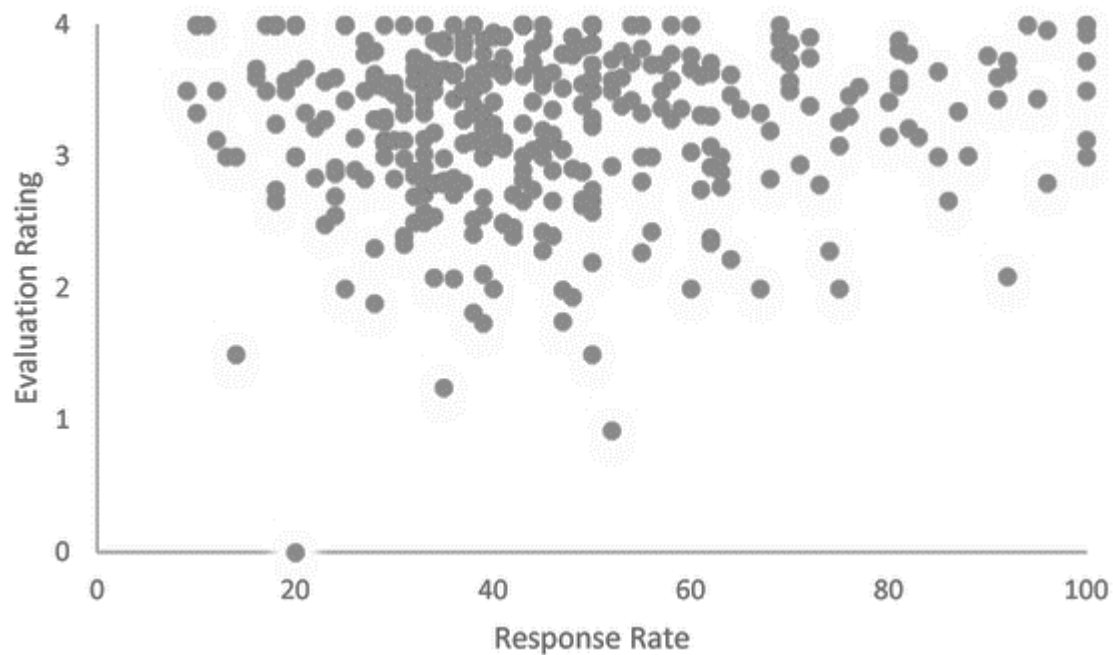
Administration year	Face-to-face course		Online course	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Year 1: 2012	71.72	16.42	32.93	15.73
Year 2: 2013	72.31	14.93	32.55	15.96
Year 3: 2014	47.18	20.11	41.60	18.23

Note. Student evaluations of teaching (SETs) were administered in two modalities in Years 1 and 2: paper based for face-to-face courses and online for online courses. SETs were administered online for all courses in Year 3.

Figure:

Figure 1

Scatterplot Depicting the Correlation Between Response Rates and Evaluation Ratings



Note. Evaluation ratings were made during the 2014 fall academic term.