**Title of the Article (font size 24 Bold)**

**Abstract**

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| Write the abstract in a single paragraph. The length of your abstract should be 150 - 250 words in total. A structured abstract should include:  • Purpose  • Design/methodology/approach  • Findings  • Research limitations/implications | |
| **Keywords:** *include 4-6 appropriate keywords here (each keyword separated by comma, 11 points size, italics)* | |
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The maximum length of your extended abstract should be 1000-1500 words in total excluding references.

Each headline is Times New Roman, 14 points font size, bold.

The body of your manuscript should be Times New Roman, 12 points font size.

Line spacing is 1.5.

**Introduction (14 points font size, bold)**

You should give purpose statement as a good starting point of your paper. The introduction should contain the aims of your paper including the importance of the topic and contribution to the body of knowledge. Background to the research should be shown and structure of the paper should be highlighted. You should clearly explain what made author decide to research this topic. Clearly state the objectives of your study.

**Methodology (14 points font size, bold)**

You should focus on the main stages of your research, research methods, and the influences of your research. You should give the discussions of the particular samples, research methods, research designs and research ethics.

**Findings (14 points font size, bold)**

Provide the key findings of your study in paragraph format. Do not include tabular or any data presentation. You need to provide salient findings related to each of your research objective.

**Conclusion (14 points font size, bold)**

You should summarize and conclude the main point of your research. You restate the main argument and present the key conclusion and recommendations of your research outputs.

**References (14 points font size, bold)**

These are not included in the word count. Follow APA 7 formatting.

Example:

Altermatt, E. R. (2019). Academic support from peers as a predictor of academic self-efficacy among college students. *Journal of College Student Retention: Research, Theory & Practice*, *21* (1), 21-37. <https://doi.org/10.7275/hz5x-tx03>