

Article

## ALBUS Guidelines

**Citation:** To be added by editorial staff during production.

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**Abstract:** A single paragraph of up to 200 words in length, written in Times New Roman, single space, 10-point, and both sides indented. Abstracts should provide a relevant overview of the study. We strongly encourage authors to utilize the following format for structured abstracts, excluding headings: (1) the purpose of the study; (2) briefly describe the main methods or treatments used. (3) Summarize the article's key findings. (4) indicate the article's key conclusions or interpretations; and 5) implications for managers or policymakers. The abstract should be an objective representation of the article. It should not include results not presented and supported in the main text, nor should it exaggerate the significance of the primary conclusions. The abstract should not contain references, sample size, name of statistical software, or statistical values.

**Keywords:** 3-5 keywords in alphabetical order.

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### 1. Introduction

The introduction should concisely situate the study within a broader context and emphasize its significance. It should define the purpose and importance of the task. The current state of the research field should be thoroughly examined, and essential publications should be referenced. When necessary, please highlight controversial and divergent hypotheses. Lastly, concisely describe the primary purpose of the work and emphasize its key findings. Please maintain the introduction as accessible to scientists outside your field of study. ALBUS follows the APA style in text and references. References must follow these examples (Author, year); (Author & Author, year); (Author, year; Author & Author, year; Author, year – please alphabetical order and no more than 3 authors). For quotes, please use the following: By the mid-2000s, researchers had begun to characterize SETs in terms like “...the predominant measure of university teacher performance [...] worldwide” (Pounder, 2007, p. 178). According to Theall (2017), “Faculty evaluation and development cannot be considered separately ... evaluation without development is punitive, and development without evaluation is guesswork” (p. 91).

### 2. Literature Review

A literature review is an in-depth analysis of studies and research relevant to your research topic. It provides context for your research and demonstrates how reflections on the same topic have evolved, enhancing your understanding. A literature review can also identify research gaps and areas for further study. When you analyze previous research, you examine the quality of the experiments, and you can use this to explain why your approach to the topic is distinct. If your literature review is part of a more significant research endeavor, it should follow the introduction. Most academic writers use the literature review to define terms within the research topic and provide their analysis of sources; they then discuss the research question in the section that follows the literature review. Please use the reference format indicated above.

### 3. Material and Methods

The Materials and Methods section should contain enough information for others to replicate and build upon the published results. New methods and protocols should be described in detail, whereas well-established methods may be described briefly and cited appropriately.

## 4. Results

This section is suitable for subheadings. It should provide a succinct and accurate description of the empirical results, their interpretation, and the conclusions that can be derived from the study.

Figures and tables

All figures and tables should be cited in the main text as Figure 1, Table 1, etc.

**Table 1.** This is a table. Tables should be placed in the main text near to the first time they are cited.

Title 1	Title 2	Title 3
entry 1	data	data
entry 2	data	data

Tables must have a footer.

Please use the following format for figures, pictures, and graphs. High quality is necessary. The source must be cited, including if it is by the authors. Conceptual frameworks or diagrams cannot be pictures.

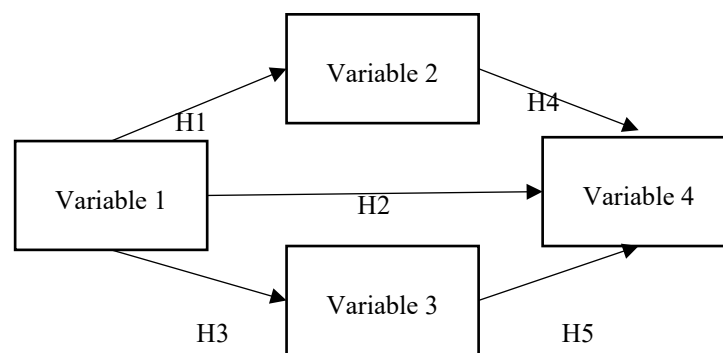


Figure 1.  
Conceptual Framework. Source: Author (year)

## 5. Conclusions

To write a conclusion section in a research paper, start by summarizing the main findings of your study, ensuring that you address the research questions or hypotheses posed at the outset. Then, briefly discuss the broader implications of these findings, highlighting their relevance to the field and their practical applications. You should also acknowledge the limitations of your study and suggest areas for future research that could address these limitations or build on your work. Finally, end with a strong closing statement that reinforces the significance of your research, leaving the reader with a clear understanding of the study's contribution and potential for further exploration. The following subsections are mandatory:

### 5.1 Managerial implications

This subsection refers to the practical applications of research findings that can guide decision-making and strategy in a business or organizational context. These implications offer insights that help managers improve operations, optimize performance, and make informed choices based on evidence. They may suggest new approaches to problem-solving, recommend adjustments to existing processes, or identify emerging trends that managers should consider to maintain a competitive advantage. By translating research findings into actionable strategies, managerial implications bridge the gap between theory and practice, ensuring that the knowledge gained from research can have a tangible, positive impact on an organization's success.

### 5.2 Theoretical implications

This subsection refers to a study's contributions to the existing body of knowledge and its impact on theory development within a particular field. These implications highlight how the research advances or challenges existing theories, concepts, or frameworks, offering new insights or extending understanding of key constructs. By addressing gaps in the literature, proposing new models, or refining existing theoretical perspectives, theoretical implications help shape future research directions. They also provide a foundation for scholars to build upon, encouraging the exploration of new hypotheses or the reevaluation of established ideas, thus driving the field's evolution.

### References:

References must be in alphabetical order and in one list, not divided by publication type.

#### Journal:

##### One author

Armstrong, J. S. (1998). Are student ratings of instruction useful? *American Psychologist*, 53(11), 1223–1224. <http://dx.doi.org/10.1037/0003-066X.53.11.1223>

##### Two authors

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, 64(3), 431–441. <http://dx.doi.org/10.1037/0022-3514.64.3.431>

##### Three to twenty authors

Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. *Journal of Personality and Social Psychology*, 117(5), 879–899. <http://dx.doi.org/10.1037/pspa0000166>

#### Book:

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Publisher Name. DOI (if available)

#### Edited Book/Proceedings:

Editor, E. E. (Ed.). (Year of publication). Title of work: Capital letter also for subtitle. Publisher. DOI (if available)

#### Article or chapter in an edited book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), Title of work: Capital letter also for subtitle (pp. pages of chapter). Publisher. DOI (if available)

#### Other:

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10th ed., pp. 499–500). Merriam-Webster, Incorporated.