<u>ALBUS Guidelines</u>

Title of the paper
(Times New Roms, 14-point)

First author first name last name, Name of University, Country
Second author first name last name, Name of University, Country
(Times New Roman, 12-point, Italics)
Corresponding author: email@university.***

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

Introduction
(First level heading, Times New Roman, 12-point, bold, center)

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).

Literature Review
(First level heading, Times New Roman, 12-point, bold, center)

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.

Materials and Methods
(First level heading, Times New Roman, 12-point, bold, center)

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.

Results
(First level heading, Times New Roman, 12-point, bold, center)

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.

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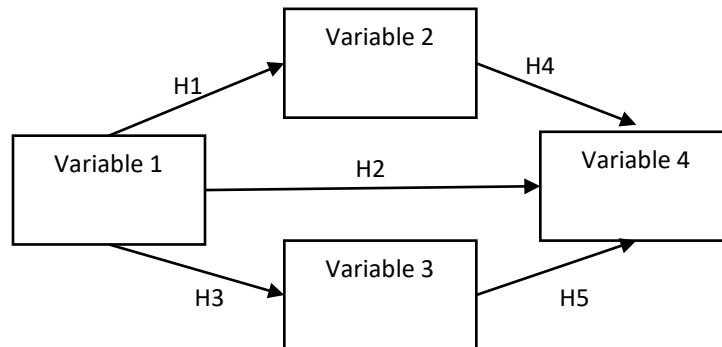

Figure 1. Conceptual Framework
Source: Author (year)

References
(First level heading, Times New Roman, 12-point, bold, center)

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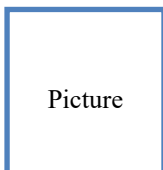
Article or chapter in an edited book
Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), *Title of work: Capital letter also for subtitle* (pp. pages of chapter). Publisher. DOI (if available)

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

Authors

Please write your bio in 50-60 words. This is a sample. Dr. … (OrcID 0000-000x-yyyy-zzzz) is professor of … in the faculty of … at the university of …, place, country. Dr. … teaches management courses etc. at undergraduate and

Picture

graduate levels and conducts research in the area of …. Dr. … can be contacted at xxx@university.email

	Please write your bio in 50-60 words. Mr./Ms. … (OrcID 0000-000y-5678-1234) is a lecturer/PhD student in the faculty of … at the university of …, place, country. Mr/Ms. teaches undergraduate students and conducts research in the area of …. Mr/Ms. … can be contacted at xyz@university.email
Picture	

Important: If you do not have an OrcID, please get it <u>free</u> from https://orcid.org and include it in your bio. It lends credibility.