Paper Title: Uppercase and lowercase letters, centered on the page.

Author(s): Uppercase and lowercase letters, centered on the line following the title. Authors should be listed in order of contribution to the paper, by first name, then middle initial, followed by last name and separated by commas. The author list should be one single paragraph with no line breaks.

Author’s Note: Use an asterisk (\*) to identify the corresponding author address. Author’s affiliation (where the actual work was done). Indicate all affiliations with a lower-case superscript letter immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name

\*Corresponding author: Include contact number and email address (corresponding author will handle correspondence at all stages of refereeing and publication, also post-publication). **Ensure that the e-mail address is given and that contact details are kept up to date by the corresponding author.**

**Abstract**

The abstract is one paragraph, self-contained summary of the most important elements of the paper. The abstract begins on the line following the Abstract heading. The word limit is between 150 and 250 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Keywords: Provide 5 keywords which can be used for indexing purposes.

**Introduction**

The manuscript should start with a brief introduction that lays out the problem addressed by the research and describes the paper’s importance. The scientific question being investigated should be described in detail. The introduction should provide sufficient background information to make the article understandable to readers in other disciplines, and provide enough context to ensure that the implications of the experimental findings are clear. The objectives of the paper must also be stated concisely in this section.

The introduction begins on the line on a new page after the Abstract section. Subsections of the body of the paper do not begin on new pages.

Five levels of headings are available to be used to organize the paper and reflect the relative importance of sections. Many empirical research articles utilize two levels of headings: Main headings (such as **Materials and Methods, Results and Discussion, References**) would use Level 1 (centered, boldface, uppercase and lowercase letters), and subheadings (if applicable) (such as **Participants, Apparatus** and **Procedure** as subsections of the Method section) would use Level 2 (flush left, boldface, uppercase and lowercase letters).

**Materials and Methods**

 The materials and methods section should provide sufficient information to allow replication of the results. Include a section entitled “**Experimental Design**” describing the design of the study which leads to the attainment of the objectives as well as pre-specified components. In addition, data gathered must be also be stated and include a section entitled “**Statistical Analysis**” at the end that fully describes the statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the results. The values for *N*, *P* and the specific statistical test performed for each experiment should be included in the appropriate figure legend or main text.

**Subheading 1**

**Subheading 2**

**Results and Discussion**

The results should describe the experiments performed and the findings observed. The results section should be divided into subsections to delineate different experimental themes. Subheadings should either be all phrases or all complete sentences. All data must be shown either in the main text or in the Supplementary Materials.

The discussion describes the conclusions that can be drawn from the results, as well as the significance and implications of the research. A paragraph discussing the limitations of the study should be included and any issues that will need to be addressed before application to animal, human, or environmental health should also be described. This section also wraps up the discussions of the research.

All data should be presented in the Results. No data should be presented for the first time in the Discussion. Data (such as from Western blots) should be appropriately quantified.

**Subheadings** must be either all complete sentences or all phrases. They should be brief, ideally less than 10 words. Subheadings should not end in a period. Your paper may have as many subheadings as are necessary.

Figures and tables must be called out in numerical order. For example, the first mention of any panel of Figure 3 cannot precede the first mention of all panels of Figure 2. The supplementary figures, if any, (for example, Figure S1) and tables (Table S1) must also be called out in numerical order. Display equations (set on their own line) can be included. Do not use the native Word 2007, 2008, 2010, or 2011 equation editor. This can in produce inaccurate MathML, the online markup language we use, which may result in display errors. Instead, use the legacy equation editor in Word (Insert menu; select insert object; select word equation) or use MathType (recommended). If you enter equations in simple LaTeX, check that they will convert accurately (Word 2007 and higher can convert simple LaTeX equations). Display equations should be numbered at the right—(1), (2), etc.

The same guidelines apply to mathematical expressions within a sentence of text; however, MathType (or the equivalent) should be used within text only when the desired result cannot be achieved using ordinary Word characters. Reserve MathType for when its use is unavoidable—for example, characters with overbars or carets, with stacked superscripts and subscripts, or within square root symbols.

For figures, avoid extensive use of graphs to present data that might be more concisely presented in the text or tables. For example, except in unusual cases, double-reciprocal plots used to determine apparent Km values should not be presented as graphs; instead, the values should be stated in the text. Similarly, graphs illustrating other methods commonly used (e.g., calibration plots for molecular weight by gel filtration or electrophoresis) need not be shown except in unusual circumstances. Limit photographs (particularly photomicrographs and electron micrographs) to those that are absolutely necessary to show the experimental findings. Primary data should be submitted (e.g. actual photograph of electrophoretic gel instead of idealized diagram). Images should be of highest resolution and should be less than 2MB. Any letters inside the image are clear and legible. Size of the image can be reduced by decreasing the actual height and width (keep up to 1600 x 1200 pixels or 5-6 inches). Images can be submitted as JPEG, TIFF, GIF files. Photomicrographs and photographs should contain a scale bar that is clearly specified in the figure caption.

**Subheading 1**

**Subheading 2**

**Conclusion**

 This section shows inference/s drawn by the author/s from the findings (the conclusions), and courses of action suggested by the author in line with the objectives of the paper (the recommendations). This section must only reflect the conclusion and recommendation drawn from the study which must be stated concisely with no further discussion.

**Author’s Contribution**

Place initials of individual authors with their corresponding contributions in the culmination of this research paper.

**Acknowledgments**

Acknowledgments should be presented into one paragraph after the conclusion. This section lists funding agencies with corresponding grant number or code (if possible) and others who provided help during the research (e.g., carrying out the literature review; producing, computerizing and analyzing the data; or providing language help, writing assistance or proof-reading the article, etc.) but who are not included among the authors. It should acknowledge the help of all individuals who have made a significant contribution to improving the paper (e.g. by offering comments or suggestions). It should also include complete funding information, a description of each author's contribution to the paper, a listing of any competing interests of any of the authors.

**References**

The references (with hanging indentation) begin on the line following the References heading. Entries are organized alphabetically by the surname of the first author, following the APA Style (7th Ed.).

Samples:

**Journal article with DOI.** Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. Psychology of Popular Media Culture, 8(3), 207–217. https://doi.org/10.1037/ppm0000185

**Journal article without DOI, print version.** [2]Koenig, H.G. (1990). Research on religion and mental health in later life: A review and commentary. *Journal of Geriatic Psychiatry, 23, 23-53.*

**Book.** Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst.* Penguin Books.

Hygum, E., & Pedersen, P. M. (Eds.). (2010). Early childhood education: Values and practices in Denmark. Hans Reitzels Forlag. https://earlychildhoodeducation.digi.hansreitzel.dk/

Watson, J. B., & Rayner, R. (2013). Conditioned emotional reactions: The case of Little Albert (D. Webb, Ed.). CreateSpace Independent Publishing Platform. http://a.co/06Se6Na (Original work published 1920)

**Chapter in an edited book.** Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Bronfenbrenner, U. (2005). The social ecology of human development: A retrospective conclusion. In U. Bronfenbrenner (Ed.), Making human beings human: Bioecological perspectives on human development (pp. 27–40). SAGE Publications. (Reprinted from Brain and intelligence: The ecology of child development, pp. 113–123, by F. Richardson, Ed., 1973, National Educational Press)

**Article from academic database.** Dufty, N. (2012). Using social media to build community disaster resilience. *The Australian Journal of Emergency Management, 27*(1), 40–45.

**Tables**

Table 1 (or 2 or 3, etc.). Double-space and type the table title flush left (in uppercase and lowercase letters).Title caption should be self-explanatory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table Head** | **Table Column Head** |  |  |
|  | ***Subheada*** | ***Subheadb*** | ***Subheadc*** |
| Entry | Entry | Entry | Entry |
| Entry | Entry | Entry | Entry |

a Table footnote must be typed flush left

**Figures**

Figure 1 (or 2 or 3, etc). Typed flush left on the first line below the figure, immediately followed on the same line by the caption (which should be a brief, self-explanatory descriptive phrase).