Participatory Leadership Behavior, Achievement Orientation, and Work Motivation Have a Significant Effect on Teacher Performance Satisfaction

Rosnawati 1*, Mukhtar Latif 2, Kasful Anwar 3 Jamaluddin 4
1,2,3,4 UIN Sulthan Thaha Saifuddin Jambi, Indonesia
*e-mail: rosnawati.mpd@gmail.com

ARTICLE INFO
EISSN 2988-0246
PISSN 2988-6724

Article history:
Accepted, 12/07/2023
Revision, 17/08/2023
Published, 26/10/2023

Volume (1), Nomor (2), (Oktober), (2023)

DOI: https://doi.org/10.61233/zijed.v1i2.10

Keywords:
Leadership, Performance Orientation, Motivation, Satisfaction

ABSTRACT
This research aims to reveal the influence of participatory leadership behavior, performance orientation on job satisfaction mediated by work motivation. In order to the target of the buyer, the quantitative research method used to design a route analysis with a sample of 106 respondents originating from MTSN 1 Batam, MtsN 2 Natuna, Tanjung Pinang in Riau Islands Province. The data collection method used is an angket that is subsequently in the process of statistical analysis.

The results of this study show that Participatory Leadership Behavior, Performance Orientation has a direct and simultaneous effect on job satisfaction. Participatory leadership behavior and performance orientation have a direct influence on job motivation. More than 50% of participatory leaders' behavior directly affects Job satisfaction through Job Motivation. The novelty in study was the role of participatory leadership behavior found to have a greater influence on job satisfaction than previous research.

INTRODUCTION
Job satisfaction can be felt by everyone including teachers who have a strategic role in the development and progress of the madrasah (Davidescu et al., 2020)(Abdullah, 2019)(Ali & Siregar, 2023). The role performed by the teacher contains the meaning of the work, ability, achievement or incentive to perform a job (Day et al., 2006)(Saluy et al., 2022). Efforts to improve the quality of schools can be seen from the ability of teachers to become an integral profession, the formation of an integrated profession requires training and improvement of teacher capacity in order for teacher performance to be optimal (Choong et al., 2020). The magnitude of the teacher's performance can be seen from his sense of responsibility to carry out the trust, the profession he plays, the sense of accountability (Reid, 2021)(Cochran-Smith, 2021). All that will be seen to obedience and loyalty in the performance of duty as implications of the realization of the satisfaction of the teacher's work.
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Teacher job satisfaction needs attention in terms of needs fulfillment (Ahmad Shafarin Syafie & Siti Nur Kamariah Rubani, Aini Nazura Paimin, Navaratnam Vejaratnam, 2021); Needfulness is not only fulfillment of life’s needs but also psychological fulfilment. Teachers who are happy with their work show a more positive, creative and competitive attitude towards achieving their teaching goals (Paul et al., 2020). That requires a teacher who has a high commitment. Teachers’ commitment and effectiveness depends on their motivation, morals and job satisfaction (Bashir & Gani, 2020); It implies that teacher job satisfaction and their commitment is an important phenomenon for the general teacher in school (Madigan & Kim, 2021); Success in achieving the school’s vision is supported by commitment, teacher performance satisfaction (Ford et al., 2020); Teacher satisfaction is also influenced by leadership qualities. A leader is a person who has the competence and advantages in a field so that it is able to influence others to jointly undertake certain activities for certain achievements; A leader in the Islamic perspective is not a very special thing but a great responsibility that requires hard work, sacrifice, service and being able to be an example in both speech and action (Rivai et al., 2023); The head of the educational institution is the commander of the education guard who performs the control functions of various patterns of teaching and educational activities in it. The existence of a leader in a school determines the success or success of an educational process (Rasmitadila et al., 2020); So, in achieving the goal of education, we need a type of leader that matches the needs of the school to satisfaction with school services.

Indicators of job satisfaction as one of the important factors in determining whether a subordinate is satisfied or not in performing his/her job are appreciation/recognition of the job (Moon, 2023), conducive work space, promotion of the post (Cochran-Smith, 2021), supportive co-workers, working environment (Blake-beasley, 2023). Job satisfaction is the pleasant feelings of a person who can motivate or not motivate himself as well as the positive or negative response in performing his or her job which is influenced by various aspects related to the relationship between colleagues, wages received, work environment, relationship between leader and subordinate, work experience that will affect the performance of subordinates (Niati et al., 2021); The empirical fact that the author found in the field is still found Madrasah with the
working environment including the availability of facilities and inadequate supplies, less conducive working space. As a result of a less conducive working environment, affects the emotions and satisfaction of the masters in carrying out their duties. Based on the description of the grand theory and the grand tour above, it can be assumed that there is a question about the job satisfaction of Madrasah Tsanawiyah State teachers in Riau Islands Province. Therefore, researchers are very intensive to uncover and analyze on aspects of participatory leadership behavior, performance orientation, work motivation and job satisfaction. Thus, in this study the researchers intended to carry out research with the title; The influence of participatory leadership behavior, orientation of achievement and motivation of work on the job satisfaction of teachers Madrasah Tsanawiyah State Province Riau Islands. Based on the background of the problem and the identification of the problems that have been discussed above, then the problem formula in this study can be organized namely; Does the behavior of the participatory leader (X1) the orientation of achievement (X2), and the motivation of work (X3) have an influence on the job satisfaction (X4) of the teacher Madrasah Tsanawiyah State in Riau Islands Province?

MATERIAL AND METHOD

The research begins from August 2022 to July 2023 and the implementation of the research is in Riau Province. Specifically, the researchers took samples in MTSN 1 Batam with a total of teachers of 82 persons, the two in Tanjung pinang with 31 teachers and the third in Natuna with 23 teachers. This sample determination uses stratified random sampling. This sample selection technique is based on the matching of indicators and research methods that the researchers do. The method used in this research is quantitative research(Rudd et al., 2021)(Surucu & Maslakci, 2020). The designs the researchers used were descriptive statistics and path analysis. The researchers used due path analysis to identify causal and consequential relationships, with the aim of explaining the direct or indirect influence between exogenous variables and endogenic variables(Cortina, 2020). The following model of path analysis in research can be described as follows:

\[ \rho(rho) = \text{respective variable coefficient} \]
\[ \rho X4X1 = \text{Leadership Participatory Behavior Track Coefficients to Job Satisfaction} \]
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Rosnawati, Mukhtar Latif, Kasful Anwar, Jamaluddin

Volume (1), Nomor (2), (Oktober), (2023)

px4X2 = Track Orientation Performance Track coefficient to Work Satisfaction
\rho X3X4 = Trail Motivation Track
RX1x2 = Correlation Factor between Independent Variables

Descriptive analysis is an analysis that describes data that will be produced both individually and in groups. The descriptive analytical presentation includes measurement of central tendencies (measuring central phenomena such as mean, mode, and median) and deviation measurements (range, standard deviation, and variance), also deals with graphs and diagrams.

The data collection is done using an instrument in the form of a lift. The hoist used in this study already meets the test standards of the hoist to be used. The lifting criteria in the Highly Agree criterion value 5, Agree value 4, Doubt value 3, Disagree value 2, Extremely Disagreed values 1. Next, to categorize this research variable, the researcher determines to be as follows;

**Table 2. Criteria Category variable research**

<table>
<thead>
<tr>
<th>No</th>
<th>Job Satisfaction</th>
<th>Participatory Leadership Behavior</th>
<th>Performance orientation</th>
<th>Work motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score description</td>
<td>Score description</td>
<td>Score description</td>
<td>Score description</td>
</tr>
<tr>
<td>1</td>
<td>153-190</td>
<td>Very satisfied</td>
<td>141-175</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>115-152</td>
<td>satisfied</td>
<td>106-140</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>77-114</td>
<td>Middle</td>
<td>71-105</td>
<td>Middle</td>
</tr>
<tr>
<td>4</td>
<td>39-76</td>
<td>Dissatisfied</td>
<td>36-70</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>≤ 38</td>
<td>Very Dissatisfied</td>
<td>≤ 35</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

The data analysis used in this analysis is the data analysis of the results of the research. With regard to the steps taken in the subsequent phase of data analysis in this type of research are descriptive statistical analysis; analysis test requirements and inferential statistical analytics (path analysis), test-t.

**RESULTS AND DISCUSSION**

Results of the research carried out at MTS State 1 Batam, State 2 Natuna, State Tanjung pinang MTS in Riau Islands Province with a sample of 106. Further, the researchers described the participatory leadership behavior variable (X1), the performance orientation variables (X2), the motivation variable for work (X3) and the job satisfaction variable. (X4). Data described as maximum, minimum, mean, standard deviation, frequency, and presentation in table 2 to 5 below;

**Table 2. Frequency distribution of variable job satisfaction data**

<table>
<thead>
<tr>
<th>Score</th>
<th>description</th>
<th>Frequency</th>
<th>Presentation</th>
<th>mean</th>
<th>modus</th>
<th>SD</th>
<th>min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>153-190</td>
<td>Very satisfied</td>
<td>19</td>
<td>17.92%</td>
<td>149.2</td>
<td>136.38</td>
<td>13.56</td>
<td>103</td>
<td>188</td>
</tr>
<tr>
<td>115-152</td>
<td>satisfied</td>
<td>84</td>
<td>79.25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77-114</td>
<td>Middle</td>
<td>3</td>
<td>2.83%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39-76</td>
<td>Dissatisfied</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 38</td>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the sample showed satisfaction, this is stated in the statistics of 79.25%. The second most satisfaction rate in the category is very satisfactory, 17.92% and 2.83% in the medium category. Meaning based on the job satisfaction variable indicates that
the category sample is satisfied with the job.

On the variable behavior of the participatory leader is described statistically in table 3. The presentation of data starts from the category of score and description, frequency, presentation, mean, mode, standard deviation (SD), minimum score and maximum score.

**Table 3. Frequency distribution of data variables**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Frequency</th>
<th>Presentation</th>
<th>mean</th>
<th>modus</th>
<th>SD</th>
<th>min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>141-175</td>
<td>Very High</td>
<td>58</td>
<td>54.72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106-140</td>
<td>High</td>
<td>48</td>
<td>45.28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71-105</td>
<td>Middle</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-70</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 35</td>
<td>Very Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that the sample shows very high, this is stated in the statistics of 54.72%. Further, in the high category is not much different from the very high category of 45.28%, while in the other category there is no inclination sample to the category. That means based on variables the behavior of the participatory leader is very high based on sample descriptions.

On the performance orientation variables described statistically in table 4. The presentation of data starts from the category of score and description, frequency, presentation, mean, mode, standard deviation (SD), minimum score and maximum score.

**Table 4. Distribution of variable data frequency Performance orientation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Frequency</th>
<th>Presentation</th>
<th>mean</th>
<th>modus</th>
<th>SD</th>
<th>min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>145-180</td>
<td>Very High</td>
<td>48</td>
<td>45.28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>109-144</td>
<td>High</td>
<td>58</td>
<td>54.72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73-108</td>
<td>Middle</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37-72</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 36</td>
<td>Very Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that the sample is high, this is stated in the statistics of 54.72%. Furthermore, in the very high category is not much different from the extremely high category of 45.28%, while in the other category there is no inclination sample to the category. It means that the orientation of performance is based on the perspective of a high-category sample.

On the motivation variable work is described statistically in table 5. The presentation of data starts from the category of score and description, frequency, presentation, mean, mode, standard deviation (SD), minimum score and maximum score.

**Table 5. Frequency distribution of variable data Work motivation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Frequency</th>
<th>Presentation</th>
<th>mean</th>
<th>modus</th>
<th>SD</th>
<th>min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>149-185</td>
<td>Very High</td>
<td>54</td>
<td>50.94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>112-148</td>
<td>High</td>
<td>50</td>
<td>47.17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-111</td>
<td>Middle</td>
<td>2</td>
<td>1.89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38-74</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 37</td>
<td>Very Low</td>
<td>0</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows that the sample shows very high, this is stated in the statistics of 50.94%. Furthermore, in the high category not much different from the very high category is 47.17%, whereas in the middle category 1.89%. It means the work motivation variable is dominated by the category very high or the teacher madrasah has a very high motivation for work. Next, the researchers presented the results of the correlation analysis between variables in table 6, below;
Table 6. Results of correlation analysis and regression analysis between variables

<table>
<thead>
<tr>
<th>Correlation variables</th>
<th>Coefficient correlation r</th>
<th>r-square</th>
<th>dk</th>
<th>t-test</th>
<th>t-table</th>
<th>Kesimpulan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1 to X4</td>
<td>0.711</td>
<td>0.506</td>
<td>104</td>
<td>10.315</td>
<td>&gt; 1.983</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X2 to X4</td>
<td>0.709</td>
<td>0.502</td>
<td>104</td>
<td>10.202</td>
<td>&gt; 1.983</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X1 and X2 to X4</td>
<td>0.713</td>
<td>0.509</td>
<td>103</td>
<td>53.387</td>
<td>&gt; 3.933</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X1 to X3</td>
<td>0.728</td>
<td>0.529</td>
<td>104</td>
<td>10.817</td>
<td>&gt; 1.983</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X2 to X3</td>
<td>0.737</td>
<td>0.543</td>
<td>104</td>
<td>11.117</td>
<td>&gt; 1.983</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X1 and X2 to X3</td>
<td>0.797</td>
<td>0.636</td>
<td>103</td>
<td>89.983</td>
<td>&gt; 3.933</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X3 to X4</td>
<td>0.790</td>
<td>0.624</td>
<td>104</td>
<td>13.140</td>
<td>&gt; 1.983</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
<tr>
<td>X1, X2 and X3 to X4</td>
<td>0.912</td>
<td>0.831</td>
<td>102</td>
<td>167.18</td>
<td>&gt; 3.934</td>
<td>Significant</td>
<td>Ha Accepted</td>
</tr>
</tbody>
</table>

Remarks:
X1= participatory leadership behavior
X2= Performance orientation
X3= work motivation
X4= job satisfaction

Table 6 shows correlation analysis results that show that the variables that are hypothesized have significant correlations. In addition, the greatest influence is shown on the influence of the job motivation variable on job satisfaction, which is 0.624. However, overall, the researchers concluded that H0 was rejected statistically and received Ha. Subsequently, researchers also incorporated the results of this study in the form of path analysis according to Figure 1 to 3, as follows:

Figure 1; Diagram of the empirical causal path of the structure equation between X1, X2 and X3 versus X4

Figure 2; Results of the analysis of the path of the variable X1 versus the X4 variable through the X3 variable

Based on the results of the inferential statistical analysis using the path analysis (path analysis). From the results it is stated that the magnitude of the coefficient of the line of influence of the total participatory leadership behavior towards job satisfaction is 0.543. t-counting of 3.739 at the level of significance α = 0.05 obtained the value of the t-table of 1.983. Then it can be said that the value t -counting > t -table (3.739 > 1.983) means the coefficients of the path is significant. Then we can decide to reject H0 and receive Ha, which means that the
participatory leadership behavior has a direct influence on job satisfaction of 88.7% and the remaining 11.3% is influenced by other variables outside the variable of participatory leadership behavior. This means that the participatory leadership behavior in this research can be interpreted as an important variable and directly influence on the satisfaction of the job. That is, when the better participatory leadership behavior of the Madrasah Tsanawiyah State, the higher will be the teacher’s satisfaction.

Figure 3: Results of the analysis of the path of the variable X2 versus the X4 variable through the X3 variable

Based on the results of the inferential statistical analysis using the path analysis (path analysis). From the results it is stated that the magnitude of the coefficient of the line of influence of the total orientation of performance towards job satisfaction is 0.535. t-counting of 3.944 at the level of significance α = 0.05 obtained the value of the t-table of 1.983. Then it can be said that the value t -counting > t -table (3.944 > 1.983) means the coefficients of the path is significant. Then we can decide to reject H0 and receive Ha, which means that the orientation of performance has a direct influence on job satisfaction of 88.6% and the remaining 11.4% is influenced by other variables outside the variable of performance orientation. This means that the orientation of performance in this research can be interpreted as an important variable and directly influence on the satisfaction of the job. That is, when the better orientation is the performance of the Madrasah Tsanawiyah State, the higher will be the teacher’s satisfaction.

Achievement orientation is a process of setting goals that are very challenging for group and follower's behavior, as well as finding ways to improve their subordinate performance to always be at the forefront. It shows that a high level of self-confidence a subordinate can do his best to the desired results as well as be responsible as best. Job satisfaction is one of the psychological aspects that reflects a person’s feelings for his or her work(Saputra & Mahaputra, 2022), which is reflected in discipline and performance(Vilchez et al., 2021). A subordinate or follower will feel satisfied with the compatibility between his abilities, skills and expectations with the job he faces. A happy and satisfied employee will always be motivated to contribute more.

The behavior of a participatory leader will always ask his subordinate to give input or suggestions before making a decision but remains the ultimate decision-maker(Azaliney et al., 2021). This participatory leader always develops ands a good relationship with his subordinates and respects the opinions of his subjects or followers. Achievement orientation is a process of setting goals that are very challenging for group and followers behavior, as well as finding ways to improve their subordinate performance to always be at the forefront. It
shows that a high level of self-confidence a subordinate can do his best to the desired results as well as be responsible as best.

Furthermore, job satisfaction is one of the psychological aspects that reflects a person's feelings for his or her work, which is reflected through discipline and work performance. A subordinate or follower will feel satisfied with the correspondence between his abilities, skills and expectations with the work he faces. Job satisfaction is related to the psychology of a subordinate or follower. A happy and satisfied employee will always be motivated to contribute more. Achievement Orientation in the world of education has always been linked to the role of achievement orientation namely the Head of the School as well as the leadership positions of other institutions that include relationships with teachers, educators, pupils, parents of pupils and others outside the community where the madrasah is located. One of the factors determining the success and sustainability of the institution is its effective absence of a performance orientation. The failure and success of an institution is largely determined by the leader, because the leader is the controller and determiner of the direction to be taken by the institution towards the goal to be achieved.

If work satisfaction is associated with Islamic teaching then what appears is about sincerity, patience, and gratitude. Those three things in our everyday lives are very much related to the problems that arise in work especially job satisfaction. Working honestly, patiently and gratefully sometimes doesn't guarantee an increase in output. But as a process, working with these three aspects gives its own value. By working honestly accompanied by patience and gratitude there is a certain satisfaction value obtained, which is not just an output. The behavior of a participatory leader will always ask his subordinate to give input or suggestions before making a decision but remains the ultimate decision-maker.

This participatory leader always develops and ins a good relationship with his subordinates and respects the opinions of his subjects or followers. Furthermore, the work motivation as a psychological process arises as a result of factors within the person itself called intrinsic or external factors called extrinsic. Factors within a person can be personality, attitudes, experiences and education, or various expectations, ideals that reach the future, while factors outside, can be caused by various factors, may be due to the influence of leadership, colleagues or other factors that are very complex, but both internal and external motivation factors arise because of the stimulus. This incentive is aimed at pumping the spirit of the staff to be more enthusiastic and able to the established goals of the institution. So, work motivation is a natural impulse that arises from within the human being, both externally and internally, influencing it.

CONCLUSION

Participatory leadership behavior, performance orientation and motivation simultaneously have a direct impact on job satisfaction. Based on the magnitude of the influence values obtained from the test results, it can be seen how influential participatory leadership behavior, achievement orientation, and work motivation have on job contentment. Therefore, it can be a good effort for the educational organizers and the leadership of Madrasah Tsanawiyah State to implement participatory leadership behavior and a conducive
orientation of achievement and able to motivate its teachers well. So that the motivation of the work in carrying out his duties will be increasingly awake and improve well. So that job satisfaction can be achieved as expected.

REFERENCES
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