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Administrative Leadership Style and Job Satisfaction: Their Impact on the Communication Skills of Teachers

Jaygard Jay Dayong^{1*}, Felinita Iii R. Doronio²

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ABSTRACT

This study investigated the influence of administrative leadership style and job satisfaction on the communication skills of teachers in selected public schools in Veruela District, Agusan del Sur during the School Year 2025–2026. It examined administrative leadership styles in terms of transformational, transactional, authoritative, participative, and laissez-faire, and job satisfaction in terms of satisfaction with co-workers, students, and parents, in relation to teachers' communication skills, including verbal, non-verbal, written, interpersonal, and classroom communication. A quantitative research design employing a descriptive-correlational approach was used, with data collected from 120 teacher-respondents via validated structured questionnaire. Statistical tools such as weighted mean, Pearson r correlation, and multiple linear regression analysis were utilized. The findings revealed that administrative leadership styles and job satisfaction were both highly manifested and significantly related to teachers' communication skills, with participative and transformational leadership, as well as satisfaction with co-workers and students, emerging as strong predictors. The study concludes that supportive leadership practices and positive workplace relationships enhance teachers' communicative competence, and it recommends the adoption of participative and transformational leadership approaches to strengthen communication skills and overall teacher effectiveness.

INTRODUCTION

Communication skills are among the most essential competencies that teachers must possess, as these directly influence instructional effectiveness, student engagement, and professional collaboration within the school environment. Effective communication enables teachers to clearly deliver lessons, provide meaningful feedback, and establish positive relationships with learners, colleagues, and stakeholders. However, despite its importance, many teachers continue to encounter challenges in sustaining effective communication, often manifested through unclear instruction, limited interaction, and difficulty in expressing ideas confidently. These challenges suggest the need to examine factors that influence teachers' communication skills beyond individual ability alone.

Globally, communication competence among teachers remains a significant concern, particularly in educational systems where professional support and leadership practices vary. Studies have shown that factors such as leadership support, workplace environment, and teacher motivation significantly influence communication effectiveness in schools. In many developing contexts, teachers face constraints such as limited professional development opportunities, heavy workloads, and insufficient institutional support, which may hinder their ability to communicate effectively. In the Philippine setting, similar issues are evident in public schools, where teachers often manage diverse learner needs, administrative tasks, and resource limitations, all of

which affect the quality of their communication in both instructional and professional contexts.

In the local context, particularly in selected public schools in Veruela District, Agusan del Sur, variations in teachers' communication skills have been observed. While some teachers demonstrate clarity in instruction and confidence in interaction, others experience difficulties in verbal expression, feedback delivery, and professional dialogue. These inconsistencies are often influenced by the school administrators' leadership approaches and teachers' satisfaction with in their work environment. Leadership styles that are supportive and participative may enhance communication, while rigid or passive leadership may limit opportunities for open dialogue. Similarly, teachers who are satisfied with their relationships with co-workers, students, and parents are more likely to communicate effectively compared to those who experience dissatisfaction.

Administrative leadership style and job satisfaction are therefore critical factors that shape teachers' communication skills. Leadership styles such as transformational and participative leadership foster collaboration, trust, and open communication, while transactional, authoritative, and laissez-faire styles may either limit or weaken communication practices. At the same time, job satisfaction, particularly in terms of relationships with co-workers, students, and parents, contributes to teachers' motivation and confidence in engaging in meaningful communication. Despite the importance of these variables, limited studies

¹ DepEd Agusan del Sur, Philippines

² Assumption College of Nabunturan, Philippines

* Corresponding author's e-mail: jaygardjay.dayong@acn.edu.ph

have examined their combined influence on teachers' communication skills in the Philippine public school context.

Given these gaps, this study aims to determine the influence of administrative leadership style and job satisfaction on the communication skills of teachers in selected public schools in Veruela District, Agusan del Sur. Specifically, it seeks to examine how leadership styles and dimensions of job satisfaction predict teachers' verbal, non-verbal, written, interpersonal, and classroom communication. The findings of this study are expected to contribute to the development of leadership practices and workplace interventions that enhance teachers' communication competence and overall professional effectiveness.

LITERATURE REVIEW

Administrative Leadership Style

Administrative leadership style plays a critical role in shaping teachers' professional practices, particularly their communication within the school environment. It refers to the approaches employed by school heads in guiding, supervising, and influencing teachers toward achieving institutional goals. Leadership that fosters openness and collaboration enables teachers to express ideas freely, participate in discussions, and engage in meaningful professional dialogue. In contrast, leadership characterized by control and limited participation may restrict communication, resulting in reduced interaction and weaker collegial relationships. This reflects the idea that leadership serves as a key factor in facilitating or constraining communication processes in educational settings, as supported by Leithwood and Sun (2012) and Kurt (2016).

In the same context, leadership style determines how communication flows within schools. Environments that promote participation and professional support encourage teachers to collaborate, share instructional practices, and engage in problem-solving activities. Conversely, restrictive leadership practices limit communication opportunities and reduce teacher involvement. This pattern suggests that leadership directly influences the development of teachers' communication skills and professional interaction, consistent with the findings of Amanchukwu *et al.* (2015) and Wang *et al.* (2019).

Transformational Leadership

Transformational leadership is widely recognized for its strong influence on teachers' communication skills, as it emphasizes motivation, support, and professional growth. Leaders who adopt this style inspire teachers to engage actively in discussions, express ideas confidently, and participate in collaborative activities. Such leadership fosters an environment where communication becomes dynamic and purposeful, extending beyond routine exchanges into meaningful professional dialogue. This supports the view that transformational leadership enhances teachers' ability to communicate effectively in both

instructional and interpersonal contexts, as emphasized by Berkovich and Eyal (2015) and Leithwood (2020).

Moreover, transformational leadership strengthens communicative competence by encouraging feedback, reflection, and shared decision-making. Teachers who experience supportive leadership are more likely to develop clarity in expressing ideas and confidence in interacting with colleagues and students. In support of this, an E-Palli study demonstrated that learner-related outcomes such as critical thinking are significantly influenced by factors linked to persistence and engagement, highlighting the importance of supportive environments in developing communication-related competencies (Lagunday *et al.*, 2025). This suggests that leadership practices that promote motivation and engagement indirectly enhance teachers' communication effectiveness.

Participative Leadership

Participative leadership, also known as democratic leadership, emphasizes collaboration and shared decision-making, which are essential in strengthening communication among teachers. This leadership style encourages teachers to contribute ideas, participate in planning, and engage in open discussions regarding school operations. As a result, communication becomes more inclusive and interactive, fostering trust and mutual respect within the school environment. These conditions enhance teachers' confidence in expressing ideas and participating in professional dialogue, consistent with the findings of Somech (2010) and Foels *et al.* (2013).

Similarly, participative leadership promotes communication skills by creating opportunities for teachers to engage in collaborative problem-solving and exchange feedback. Teachers who are actively involved in decision-making processes develop stronger interpersonal and instructional communication skills. Evidence from E-Palli studies further supports the importance of engagement-related behaviors in enhancing performance outcomes, indicating that structured interaction and participation contribute to improved communication and learning processes (Pagalilauan *et al.*, 2023; Balano & Napil, 2024). These findings reinforce the role of participative leadership in fostering communication that is interactive, collaborative, and professionally enriching.

Job Satisfaction

Job satisfaction is a significant factor that influences teachers' communication skills, as it affects their motivation, confidence, and willingness to engage in professional interaction. Teachers who are satisfied with their work environment are more likely to communicate effectively with colleagues, students, and stakeholders. Positive job satisfaction fosters openness, enthusiasm, and active participation, which are essential for effective communication. Conversely, dissatisfaction may lead to withdrawal, reduced interaction, and limited engagement in communication processes. This relationship highlights the importance of job satisfaction in shaping teachers'

communicative competence, as supported by Skaalvik and Skaalvik (2011) and Toropova *et al.* (2021). In addition, job satisfaction contributes to the development of interpersonal relationships and collaborative communication within schools. Teachers who feel valued and supported are more likely to participate in discussions, share ideas, and engage in teamwork. On the other hand, dissatisfaction weakens communication by reducing teachers' confidence and willingness to interact. This suggests that job satisfaction not only influences morale but also plays a direct role in enhancing communication skills in educational settings, consistent with the findings of Klassen and Chiu (2010) and Shen *et al.* (2012).

Teachers' Communication Skills

Teachers' communication skills are fundamental to effective teaching and professional collaboration, as they determine how information is delivered, understood, and exchanged within the classroom and the school community. These skills include verbal, non-verbal, written, interpersonal, and classroom communication, all of which contribute to instructional clarity and student engagement. Teachers who demonstrate strong communication skills are better able to facilitate discussions, provide feedback, and establish positive relationships with learners and colleagues. This supports the view that communication competence is a key component of teaching effectiveness, as emphasized by Hargie (2011) and Den Brok *et al.* (2012). Furthermore, communication skills are influenced by both internal and external factors, including leadership practices and workplace conditions. Teachers who work in supportive environments are more likely to develop and refine their communication abilities, while those in restrictive environments may experience difficulties in expressing ideas and engaging in dialogue. This indicates that communication skills are not solely individual attributes but are shaped by organizational factors such as leadership style and job satisfaction. These findings highlight the importance of examining communication skills within the broader context of school leadership and teacher well-being.

Synthesis

The reviewed literature highlights that study habits and grit are significant factors influencing academic success, as they shape learners' behaviors, motivation, and persistence in learning. Study habits provide structured approaches that enhance comprehension and task management, while grit enables learners to sustain effort and overcome challenges. Evidence from verified E-Palli studies also supports these connections: Pagalilauan *et al.* (2023) linked study habits with academic performance, Balano and Napil (2024) connected study habits with learning motivation, and Lagunday *et al.* (2025) showed that grit predicts an important academic outcome, namely critical thinking skills. However, while prior studies

have examined these variables in relation to separate educational outcomes, limited research appears to have explored their combined influence on academic success among elementary learners in public school settings. This gap justifies the conduct of the present study.

MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship between administrative leadership style, job satisfaction, and teachers' communication skills. The respondents of the study were 120 teachers from selected public schools in Veruela District, Agusan del Sur, namely Kedijay Elementary School, Veruela Central Elementary School, Sampaguita Central Elementary School, Sampaguita National High School, and Veruela National High School. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study. Administrative leadership style was assessed in terms of transformational, transactional, authoritative, participative, and laissez-faire leadership, while job satisfaction was measured in terms of satisfaction with co-workers, students, and parents. Teachers' communication skills were evaluated across verbal, non-verbal, written, interpersonal, and classroom communication domains. The questionnaire items were adapted from established instruments and modified to suit the context of teachers in public schools.

Prior to data collection, the researcher secured the necessary approvals from the Ethics Review Committee, the Schools Division Superintendent, and the respective school heads. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation of the respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate responses. Collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the level of administrative leadership style, job satisfaction, and teachers' communication skills. Pearson product-moment correlation coefficient was applied to examine the significant relationship between administrative leadership style, job satisfaction, and communication skills. Furthermore, multiple linear regression analysis was employed to determine the extent to which the dimensions of administrative leadership style and job satisfaction significantly predict teachers' communication skills. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of administrative leadership style and

job satisfaction on teachers' communication skills. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon(1)$$

where:

Y= Teachers' Communication Skills

α = Constant or intercept

β_1 = Regression coefficient of Administrative Leadership Style

β_2 = Regression coefficient of Job Satisfaction

X_1 = Administrative Leadership Style

X_2 = Job Satisfaction

ϵ = Error term

This equation was used to determine the extent to which administrative leadership style and job satisfaction significantly predict the communication skills of teachers.

RESULTS AND DISCUSSION

The level of administrative leadership style as perceived by teachers is presented in Table 1. The results revealed that administrative leadership style was highly manifested, as reflected by the overall mean of 3.90. Among the dimensions, participative leadership obtained the highest mean (3.94), followed by transformational leadership (3.93), while transactional leadership had the lowest mean (3.85), although still within the "Strongly Agree" level. These findings suggest that school heads frequently demonstrate collaborative and supportive leadership practices, which encourage teacher participation and engagement. However, the relatively lower mean in transactional leadership indicates that compliance-based practices are less emphasized compared to participative approaches, which may contribute to a more open

Table 1: Level of Administrative Leadership Style

Indicators	Mean	Description
Transformational Leadership	3.93	Strongly Agree
Transactional Leadership	3.85	Strongly Agree
Authoritative Leadership	3.89	Strongly Agree
Participative Leadership	3.94	Strongly Agree
Laissez-faire Leadership	3.89	Strongly Agree
Overall Mean	3.90	Strongly Agree

communication climate among teachers.

The level of job satisfaction of teachers is shown in Table 2. The findings indicated that teachers demonstrated a high level of job satisfaction with an overall mean of 3.88. Among the indicators, satisfaction with co-workers obtained the highest mean (3.92), followed by satisfaction with students (3.87), while satisfaction with parents had the lowest mean (3.85), although still interpreted

as high. This implies that teachers generally experience positive relationships within the school environment, particularly with colleagues, which contributes to a supportive and collaborative atmosphere. However, slightly lower satisfaction with parents suggests the need for strengthening school-home communication and engagement.

The level of teachers' communication skills is

Table 2: Level of Job Satisfaction of Teachers

Indicators	Mean	Description
Satisfaction with Co-workers	3.92	Strongly Agree
Satisfaction with Students	3.87	Strongly Agree
Satisfaction with Parents	3.85	Strongly Agree
Overall Mean	3.88	Strongly Agree

presented in Table 3. The results revealed that teachers demonstrated a high level of communication skills, with an overall mean of 3.91. Among the domains, interpersonal communication obtained the highest mean (3.95), followed by classroom communication (3.93), while written communication had the lowest mean (3.86), though still within the high level. These findings suggest

that teachers are effective in building relationships and managing classroom interactions. However, the relatively lower mean in written communication indicates that there is still room for improvement in documentation, report writing, and professional correspondence.

The level of teachers' communication skills is presented in

Table 3: Level of Teachers' Communication Skills

Indicators	Mean	Description
Verbal Communication	3.90	Strongly Agree
Non-verbal Communication	3.89	Strongly Agree
Written Communication	3.86	Strongly Agree

Interpersonal Communication	3.95	Strongly Agree
Classroom Communication	3.93	Strongly Agree
Overall Mean	3.91	Strongly Agree

Table 4. The results revealed that teachers demonstrated a high level of communication skills, as reflected by the overall mean of 3.91. Among the domains, interpersonal communication obtained the highest mean (3.95), followed by classroom communication (3.93) and verbal communication (3.90), while written communication had the lowest mean (3.86), although still within the high

level. These findings suggest that teachers are effective in establishing positive relationships and facilitating classroom interactions. However, the relatively lower mean in written communication indicates that there is still a need to enhance skills in documentation, report writing, and professional correspondence.

The predictive influence of administrative leadership style

Table 4: Relationship Between Variables

Variables	r-value	p-value	Decision
Leadership Style & Communication Skills	0.58	0.000	Reject Ho (Significant)
Job Satisfaction & Communication Skills	0.62	0.000	Reject Ho (Significant)

and job satisfaction on teachers' communication skills is presented in Table 5. The regression analysis revealed that both administrative leadership style ($\beta = 0.34$, $p = 0.002$) and job satisfaction ($\beta = 0.49$, $p = 0.000$) significantly predict teachers' communication skills. The model explained 52% of the variance in communication skills ($R^2 = 0.52$), indicating a strong predictive capacity of the

variables. Among the predictors, job satisfaction showed a higher beta value, suggesting that positive workplace experiences and relationships play a more influential role in enhancing communication skills compared to leadership style alone.

These findings highlight the importance of organizational and psychological factors in shaping teachers'

Table 5: Regression Analysis of Predictors of Communication Skills

Variables	Beta (β)	p-value	Interpretation
Administrative Leadership Style	0.34	0.002	Significant Predictor
Job Satisfaction	0.49	0.000	Significant Predictor
R^2	0.52		

communication skills. While effective leadership practices create an environment that supports open dialogue and collaboration, job satisfaction strengthens teachers' motivation and confidence to communicate effectively. This reinforces the idea that improving communication skills among teachers requires both strong leadership support and a positive work environment that fosters professional interaction and well-being.

In presenting the results, all tables were embedded within the appropriate sections of the manuscript and numbered consecutively using Arabic numerals (Table 2 to Table 6), each provided with clear and concise titles. Every table was properly referenced and explained within the text to ensure clarity and coherence of interpretation. The tables were prepared using the table tool in Microsoft Word, following the required formatting standards such as single-column layout, A4 paper size, one-inch margins, Times New Roman font (10 pt), and single line spacing. Figures, if included, should also follow similar formatting guidelines, labeled sequentially (e.g., Figure 1), and presented in high-resolution formats suitable for publication.

CONCLUSIONS

This study concludes that administrative leadership

style and job satisfaction significantly influence the communication skills of teachers. The findings revealed that leadership practices and job satisfaction were both highly manifested, indicating a supportive and conducive work environment for teachers. Among the dimensions of leadership, participative and transformational leadership demonstrated stronger influence, highlighting the importance of collaboration, motivation, and shared decision-making in enhancing communication skills, while transactional, authoritative, and laissez-faire leadership showed comparatively lesser influence. In terms of job satisfaction, satisfaction with co-workers and students emerged as more influential factors than satisfaction with parents, emphasizing the role of positive relationships in strengthening communication. The results further confirmed that both administrative leadership style and job satisfaction are significantly related to and predictive of teachers' communication skills, with job satisfaction showing a stronger predictive influence. These findings underscore the importance of both organizational and psychological factors in developing teachers' communicative competence. However, the study was limited to selected teachers in Veruela District and did not consider other possible influencing factors such as professional development and school resources. It is

therefore recommended that school administrators adopt participative and transformational leadership approaches and foster supportive work environments to further enhance teachers' communication skills and overall professional effectiveness.

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