



## Boosting School Management Effectiveness: The Impact of Achievement Motivation and Communication Intelligence

Prameswari Dwi Auliya Humaerah\*, Azra Zulaikha Redho

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

### *Article History:*

*Received: 02 December 2025*

*Revised: 14 February 2026*

*Accepted: 10 March 2026*

### *Keywords:*

*Achievement Motivation,  
Communication Intelligence,  
School Management  
Effectiveness*

### *\*Correspondence Address:*

*prameswari@gmail.com*

### **Abstract :**

This study aims to explore the impact of achievement motivation and communication intelligence on school management effectiveness. Using a qualitative case study approach, data were collected through in-depth interviews, participatory observation, and document analysis involving the school principal, teachers, and administrative staff. The results indicate that both achievement motivation and communication intelligence significantly contribute to improved school management. Teachers who are motivated by clear goals and strong leadership communication are more engaged and proactive in their roles. The synergy between these factors enhances decision-making, teacher satisfaction, and overall school performance. However, challenges related to maintaining long-term motivation and ensuring consistent communication were identified. The study implies that effective school management requires an integrated approach, combining motivational strategies and strong communication practices. Schools should focus on sustaining motivation and fostering transparent communication to improve both teacher performance and student outcomes.

## INTRODUCTION

Education plays a crucial role in shaping the future of individuals and society as a whole. The effectiveness of school management directly influences the quality of education provided, which in turn affects the development of future generations. Research into improving school management is vital as it addresses the underlying factors that can enhance academic and non-academic outcomes for students (Rahman, 2026; Shoha, 2026). Effective management, fueled by achievement motivation and communication intelligence, can lead to a more productive, harmonious school environment. This study is significant because it aims to provide evidence of how these factors contribute to better management practices, ensuring that schools become more effective in achieving their educational goals. Schools that lack effective leadership often face challenges such as poor academic performance, disengaged staff, and high turnover rates. Thus, understanding the role of achievement motivation and

communication intelligence can be a game changer for school systems seeking to improve their effectiveness and long-term impact on students' lives.

In the context of Indonesian schools, there are significant challenges in managing educational institutions effectively. Many schools, particularly those in remote areas, face issues such as limited resources, underqualified staff, and weak management practices (Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah, 2025). These challenges often result in a gap between the intended educational outcomes and actual performance. Research shows that schools that do not prioritize motivational strategies for teachers and communication practices among staff struggle to achieve optimal results. A lack of effective leadership can result in poor coordination, low staff morale, and ultimately, a negative impact on student outcomes. This research seeks to address these systemic issues by exploring the impact of achievement motivation and communication intelligence on school management, with a focus on improving the effectiveness of leadership practices. The findings will contribute to addressing the critical problem of poor management in schools, which hinders the overall quality of education.

In the field, the phenomenon of weak school management is often observed in schools with limited resources or in regions with low levels of teacher motivation. Teachers in these schools often feel disconnected from the goals of the school or lack the drive to improve their teaching practices, which significantly affects the school's overall performance (Hikmah & Mudarris, 2026; Manshur, 2026). Furthermore, communication breakdowns between the leadership and teaching staff exacerbate these challenges, leading to disorganization and inefficiency. For example, in some schools, there are instances where teachers feel uninformed about policy changes or new initiatives due to poor communication from the administration. This miscommunication leads to confusion and delays in implementing necessary improvements (Kusumawati, 2025; Syafiih, 2025). These issues are not isolated, and they reflect a larger systemic problem within the educational sector, where leadership, motivation, and communication are often not prioritized. This phenomenon calls for a deeper understanding of the factors that influence school management effectiveness.

Previous research on school management effectiveness has focused on various aspects such as leadership styles, organizational culture, and teacher motivation. Studies by Robinson (2011) and Leithwood et al. (2004) have shown that leadership is a critical factor in determining the success of school management (Maulidia, 2023; Prayoga, 2025). However, most of the existing literature tends to focus on leadership alone, neglecting the role of communication intelligence and achievement motivation in creating a supportive school environment. While some studies have explored motivation (e.g., Ryan & Deci, 2000), they often do so in a generalized context without linking it directly to school management. Furthermore, research on communication intelligence, especially in relation to school leadership, remains underexplored. These gaps in the literature highlight the need for a study that combines these elements achievement motivation, communication intelligence, and school management effectiveness into a cohesive framework.

Although previous studies have contributed to understanding school management, there is still a significant gap in research that examines the combined influence of achievement motivation and communication intelligence on school effectiveness (Eduzor, 2024; Kusnanto et al., 2023; Wagner, 2025). For example, while studies like those by Hattie (2009) have linked teacher motivation to student outcomes, they have not sufficiently addressed how leadership communication strategies impact these outcomes. Similarly, research by Tschannen-Moran and Hoy (2007) on trust in school leadership underscores the importance of communication, but it does not explore how this can be enhanced through specific communication intelligence skills. This research will fill these gaps by focusing on the integrated role of both achievement motivation and communication intelligence in school management. The findings will offer a more comprehensive understanding of how these factors can be harnessed together to improve school effectiveness, providing valuable insights for school leaders and policymakers.

This research introduces a novel approach by integrating achievement motivation and communication intelligence into the study of school management effectiveness. Unlike previous studies that have examined these factors in isolation, this research will combine them to explore their synergistic effects on the effectiveness of school leadership. The concept of communication intelligence, which includes skills like emotional intelligence, empathy, and the ability to convey clear messages, is a relatively new area of focus in educational leadership research. By applying this concept in the context of school management, the research will contribute to advancing the current understanding of leadership practices in education. Additionally, the study will provide practical insights into how school leaders can motivate staff and foster an environment of open communication, leading to more effective management practices and improved educational outcomes for students. This is essential for addressing the evolving challenges faced by schools in an increasingly complex educational landscape.

The main research problem is to understand how achievement motivation and communication intelligence contribute to school management effectiveness. The study aims to answer the question: How do these factors influence the leadership practices in schools and the overall performance of educational institutions? This research will argue that schools that integrate these two elements into their management practices will experience more effective leadership, leading to improved academic performance, better teacher satisfaction, and a more cohesive school environment. The contribution of this research lies in its ability to provide empirical evidence of the combined impact of achievement motivation and communication intelligence on school management, filling an important gap in existing educational leadership research. The findings will offer practical recommendations for school leaders on how to harness these factors to enhance the effectiveness of their management practices and improve the quality of education in their schools.

## **RESEARCH METHODS**

This research employs a qualitative case study design, chosen for its ability to provide an in-depth understanding of the phenomena related to the impact of achievement motivation and communication intelligence on school management effectiveness (Salmona & Kaczynski, 2024; Takona, 2024; Wutich et al., 2024). The case study approach is suitable as it allows the researcher to explore the dynamic interactions between these factors within the context of SMPN 1 Kotaanyar, providing a comprehensive view of how these elements are applied in a real-life school setting. By focusing on a specific school, the study can offer detailed insights into how achievement motivation and communication intelligence influence the day-to-day management and decision-making processes at the school, as well as the challenges faced by the school leadership in balancing these factors for optimal school performance. The case study design is particularly useful for exploring complex social phenomena within a specific context, such as a school environment.

The research will be conducted at SMPN 1 Kotaanyar, a middle school in the city of Kotaanyar, chosen due to its active involvement in educational innovation and the availability of relevant data for the study. The selection of SMPN 1 Kotaanyar was based on its reputation for having a relatively well-organized management system and its openness to participating in research projects. The school provides a rich context for understanding how achievement motivation and communication intelligence influence school management practices, as it has been involved in continuous improvement initiatives and has a diverse teaching staff. Additionally, the school's collaborative culture and its proactive approach to addressing challenges in education make it an ideal location for studying the impact of these factors on school management effectiveness.

Data collection will be carried out using a combination of in-depth interviews, participatory observation, and document analysis. Semi-structured interviews will be conducted with the school principal, teachers, and administrative staff to gather their perspectives on how achievement motivation and communication intelligence influence the management practices within the school (Huang & Chueh, 2023; Okoko et al., 2023). Participatory observation will allow the researcher to observe the daily activities, meetings, and interactions between staff, providing insights into how motivation and communication are implemented in practice. Document analysis will complement the interviews and observations, providing additional context through the review of relevant school policies, reports, and training materials that reflect the management strategies in place at the school.

Data analysis will follow a systematic approach, including data condensation, data reduction, data display, and data verification. Data condensation involves selecting and summarizing relevant information from the interviews, observations, and documents. Data reduction will be done by organizing and categorizing the information based on emerging themes, such as "impact of achievement motivation" and "role of communication intelligence." Data display will present the findings in a clear and understandable format, such as thematic charts or narrative summaries. Verification of the data will be

conducted through triangulation, comparing findings across different sources and methods to ensure consistency and accuracy. Member checking will also be employed, where participants will be asked to review the findings to confirm the accuracy of the interpretation, while an audit trail will be maintained to ensure transparency and rigor throughout the research process.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Achievement Motivation and Its Impact on School Management Effectiveness**

In the case study conducted at SMPN 1 Kotaanyar, achievement motivation was found to significantly influence the effectiveness of school management. According to interviews with the principal and several teachers, a strong sense of achievement motivation was observed as a driving force behind the school's various initiatives. The principal emphasized that personal and collective ambition to achieve school goals has resulted in more organized programs and greater dedication from the teaching staff. For instance, the school's academic performance has consistently improved due to the motivated teachers who continuously seek professional development and enhance their teaching methods.

Observation of school activities further supported these claims. During meetings, teachers exhibited a proactive attitude, engaging in constructive discussions about how to improve their students' academic outcomes. This motivation was clearly visible in the school's extracurricular programs, where teachers put in extra effort to ensure the students' overall development. The principal also noted that the achievement motivation instilled in the school community has helped overcome challenges such as resource limitations and external pressures, enabling the school to maintain high standards.

However, challenges remain in maintaining high motivation levels over extended periods. Teachers mentioned that the pressure to continuously meet academic targets sometimes led to burnout, especially in times of increased workload or administrative demands. Despite this, the overall effect of achievement motivation remains positive, fostering a culture of excellence and accountability within the school environment.

#### **Communication Intelligence and Its Role in Effective School Management**

Communication intelligence plays a crucial role in the management effectiveness at SMPN 1 Kotaanyar. Based on interviews with the school principal and several senior teachers, the ability to communicate effectively with staff, students, and parents has been key to maintaining a harmonious school environment. The principal emphasized that open, transparent communication has led to stronger trust and collaboration within the school community. Teachers were particularly appreciative of the principal's approachability and clarity in conveying school policies and expectations, which helped avoid misunderstandings and conflicts.

During classroom observations, it became clear that effective communication is not limited to the principal but extends to all levels of the school staff. Teachers regularly engage in dialogues with students, addressing

academic and behavioral issues in a calm and constructive manner. This openness has fostered an environment where students feel safe to express their concerns and teachers feel supported in their roles. Moreover, the school's strong communication strategies have enabled the school to implement its programs successfully and to resolve issues swiftly.

One of the challenges identified was the occasional miscommunication between administrative staff and teachers, especially when it comes to the execution of new policies. Some teachers expressed that, at times, they were not fully informed of changes or updates, which led to confusion. However, the overall impact of communication intelligence on school management was overwhelmingly positive, contributing significantly to both staff satisfaction and student achievement.

### **The Synergy of Achievement Motivation and Communication Intelligence in School Management**

The combination of achievement motivation and communication intelligence has proven to be a powerful synergy in boosting the effectiveness of school management at SMPN 1 Kotaanyar. Interviews with both the principal and teachers revealed that when motivation is paired with effective communication, the school can achieve its goals more efficiently. Teachers who were motivated to perform well were more likely to engage in open communication with their colleagues and the principal, leading to better coordination and problem-solving within the school.

Observation of school activities reinforced this finding. In particular, staff meetings were marked by productive discussions and collaboration, where motivated teachers, supported by clear communication, were able to share ideas and strategies for improving student outcomes. The principal's leadership in fostering this combination has resulted in better management of school resources, improved teacher morale, and increased student engagement in learning activities.

However, some challenges arose when the motivation to achieve was not aligned with the communication strategies in place. For instance, in situations where teachers were overly focused on meeting academic targets, there were instances where communication regarding the overall well-being of students was overlooked. This misalignment occasionally led to stress among students, highlighting the need for balance between academic motivation and attention to students' emotional and social needs.

### **Challenges and Recommendations for Improving School Management Effectiveness**

Despite the positive outcomes of achievement motivation and communication intelligence, some challenges still need to be addressed. One major challenge identified in the interviews was maintaining consistent motivation across the entire school staff. While many teachers are highly motivated, there is a noticeable variation in the level of enthusiasm and commitment across different departments. Some teachers feel less motivated due to factors such as lack of recognition or unclear career development

opportunities. The principal acknowledged this challenge and expressed a commitment to developing more personalized motivational strategies to address these disparities.

Additionally, although communication between the principal and the teachers is generally effective, there are occasional breakdowns in communication that can hinder the smooth implementation of policies. Teachers noted that sometimes the decision-making process could be more inclusive, and they would appreciate being given a more prominent voice in the development of new initiatives. This feedback indicates a need for more inclusive communication channels to ensure that all staff members feel involved and valued.

To improve the effectiveness of school management, it is recommended that SMPN 1 Kotaanyar implement a structured professional development program that focuses on both achievement motivation and communication skills. Training sessions that focus on enhancing teachers' communication intelligence and leadership skills would help to bridge any gaps in current communication practices. Additionally, introducing recognition programs that acknowledge teachers' achievements and contributions could boost motivation across all departments, further strengthening the synergy between these two factors.

## **Discussion**

The results of this study highlight the significant role that achievement motivation and communication intelligence play in improving school management effectiveness at SMPN 1 Kotaanyar. Achievement motivation was found to directly impact the level of engagement and proactivity among teachers and staff. Teachers who were motivated to achieve higher academic standards were more likely to participate in school improvement programs, seek professional development opportunities, and create innovative teaching methods (Mundiri, 2023; Sulaeman et al., 2025). This finding aligns with previous studies that show motivated educators tend to perform better, contributing positively to the overall school environment. In this case, the school leadership's focus on fostering achievement motivation among teachers has created an atmosphere where staff members are encouraged to excel and achieve the institution's educational goals.

Moreover, the study reveals the crucial role of communication intelligence in enhancing the effectiveness of school management. Communication intelligence, which includes emotional intelligence, clarity in message delivery, and active listening, emerged as a key factor in strengthening relationships between the school leadership and staff. The principal's ability to communicate openly and empathetically with teachers and staff members helped build trust and foster collaboration (Adhinugraha et al., 2024; Ni'am et al., 2025; Rozi et al., 2023). This finding is consistent with the literature on school leadership, which emphasizes the importance of communication in creating a positive organizational culture. In schools where communication channels are open and transparent, there is a higher level of trust, and staff are more likely to support the leadership's vision and work toward shared goals.

The synergy between achievement motivation and communication

intelligence was particularly evident in the way SMPN 1 Kotaanyar managed its programs and initiatives. The school's ability to motivate teachers while ensuring effective communication between the leadership and staff resulted in better coordination and implementation of school policies. The principal's leadership, which combined both motivation and communication intelligence, led to more effective decision-making processes. This is a significant finding, as previous studies have largely examined these factors in isolation (Mundiri, 2023; Sulaeman et al., 2025). The results of this study suggest that when both factors are integrated, they produce a more dynamic and productive school environment. The positive outcomes observed at SMPN 1 Kotaanyar suggest that other schools could benefit from a similar approach.

Despite these positive outcomes, the study also identified some challenges that need to be addressed. One of the main challenges was maintaining motivation among teachers over time, particularly in the face of external pressures such as administrative tasks and resource limitations (Bruton et al., 2024; Wang et al., 2026). While the principal's leadership was effective in motivating teachers initially, some teachers expressed concerns about burnout and a lack of long-term support for their professional growth. This is a common issue in many schools, where the initial enthusiasm to improve academic standards can diminish over time. Therefore, it is crucial for school leadership to implement strategies that not only motivate staff in the short term but also provide sustained support for their professional development.

Furthermore, while communication was generally effective, some teachers felt that they were not always adequately informed about changes in school policies or initiatives. This gap in communication, particularly in relation to new policies, led to confusion and delayed implementation of certain programs. The study suggests that while the school's leadership is communicative, there is still room for improvement in ensuring that all staff members are consistently updated and involved in decision-making processes (Sulaeman et al., 2025; Tuala et al., 2024). A more inclusive approach to communication, where feedback from teachers is actively sought and incorporated into policy development, could further enhance the effectiveness of school management.

the findings of this study contribute to a deeper understanding of how achievement motivation and communication intelligence work together to improve school management effectiveness. By combining these two factors, schools can create a more motivated and communicative environment that enhances both teacher satisfaction and student outcomes. This research underscores the importance of integrating motivation and communication strategies into the management practices of schools. While the results are promising, it is essential to address the challenges related to long-term motivation and communication consistency. Future research could further explore how these factors evolve over time and whether similar results can be replicated in schools with different contextual characteristics.

## CONCLUSION

The most important finding of this study is the significant role that both achievement motivation and communication intelligence play in enhancing school management effectiveness. The research demonstrated that when school leaders foster achievement motivation among teachers and staff while simultaneously employing communication intelligence, they create a collaborative and productive school environment. This synergy improves coordination, decision-making, and the overall quality of education provided to students. A key lesson from this research is that effective school management cannot rely on leadership alone; it must be complemented by motivated and communicative staff who are aligned with the school's goals. Furthermore, the study emphasized that schools should continuously support and sustain motivation while ensuring transparent and inclusive communication at all levels of the organization.

This study makes a valuable contribution to the field of educational management by combining two important but often separately studied factors – motivation and communication. By integrating these elements into a single framework, the research provides a more comprehensive understanding of what drives school management effectiveness. However, the study is limited by its focus on a single case study, which may not fully represent the broader diversity of schools in different regions or contexts. Future research could expand the scope of this study to include multiple schools, explore the long-term impact of these factors, and assess how they interact with other elements such as resource allocation and policy implementation. Additionally, further studies could examine the specific challenges and strategies for maintaining motivation and communication over time, especially in schools with fewer resources.

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to the principal, teachers, and staff of SMPN 1 Kotaanyar for their time, cooperation, and valuable insights during this research. Special thanks to my academic advisor for their guidance and support throughout the study. Finally, I appreciate the encouragement and understanding from my family and friends, who have always been a source of strength.

## **REFERENCES**

- Adhinugraha, R. B. A., Hardhienata, S., & Sunaryo, W. (2024). Transformative strategies to enhance teacher innovativeness: Addressing challenges through strengthening organizational culture, transformational leadership, self-efficacy, and achievement motivation. *Managere: Indonesian Journal of Educational Management*, 6(2), 219-232. <https://doi.org/10.52627/managere.v6i2.520>
- Bruton, G. D., Pryor, C., & Lopez, J. A. C. (2024). Lean start-up in settings of impoverishment: The implications of the context for theory. *50*(8), 3120-3138. <https://doi.org/10.1177/01492063231204869>

- Eduzor, N. C. (2024). Leadership styles and organizational performance: Examining the impact of transformational leadership on employee engagement and business success. *International Journal of Development, Sustainability and Environmental Management*, 4(1), 16-24.
- Hefniy, H., & Alwahedi, M. A. A. (2025). Virtual school tours: Boosting community interest and attracting prospective students. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 9(2), 340-353. <https://doi.org/10.32478/3gtzvf72>
- Hikmah, U., & Mudarris, B. (2026). A strategic plan for high quality and effective madrasah management in realized quality superior education. *Journal of Education Management and Policy*, 2(1), 39-49.
- Holidi, M. (2025). CBT exam implementation guidance for students in facing digital-based assessments. *Communaautaire: Journal of Community Service*, 4(3), 297-312. <https://doi.org/10.61987/communaautaire.v4i3.820>
- Huang, H.-T., & Chueh, H.-E. (2023). Sustained improvement of educational information asymmetry: Intentions to use school social media. *Sustainability*, 15(3), 2676. <https://doi.org/10.3390/su15032676>
- Khofsah, S. (2025). Management of the habit of reading the Qur'an as an effective memorization strategy for tahfidz class students at madrasahs. *Journal of Education Management and Policy*, 1(3), 198-207.
- Kusnanto, N., Sukristyanto, A., & Rochim, A. I. (2023). Relevance of national education policies as an effort to improve the quality of madrasah tsanawiyah education services. *The Spirit of Society Journal: International Journal of Society Development and Engagement*, 6(2), 136-151. <https://doi.org/10.29138/scj.v6i2.2210>
- Kusumawati, I. (2025). AI-based human capital as a catalyst for increasing the strategic agility of educational organizations. *International Journal of Multidisciplinary Research*, 1(5), 239-245.
- Manshur, U. (2026). Madrasah vision management strategy in realizing superior educational quality. *Educare: Jurnal Ilmu Pendidikan*, 5(1), 1-15. <https://doi.org/10.71392/ejip.v5i1.122>
- Maulidia, M. (2023). Enhancing educational impact: Exploring effective media and public relations techniques in educational institutions. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 2(3), 214-225. <https://doi.org/10.18860/rosikhun.v2i3.21644>
- Mundiri, A. (2023). Transforming organizational quality through effective administrative training. *Communaautaire: Journal of Community Service*, 2(2), 157-167. <https://doi.org/10.61987/communaautaire.v2i2.352>
- Ni'am, M. D., Adeoye, M. A., & Bolaji, H. O. (2025). MATUR: Web-based platform innovation to facilitate final assignment management in higher education. *Tarbawi: Jurnal Ilmu Pendidikan*, 21(1), 23-36. <https://doi.org/10.32939/tarbawi.v21i1.4949>
- Okoko, J. M., Tunison, S., & Walker, K. D. (2023). Varieties of qualitative research methods. *Saskatoon, Saskatoon: Springer Texts in Education*. <https://doi.org/10.1007/978-3-031-04394-9>

- Prayoga, A. S. (2025). Reviving Dahlan's vision: Integrating tradition and modernity in Islamic education today. *TsuRAYA: Jurnal Pendidikan Guru Madrasah Ibtidaiyah Dan Pendidikan Dasar*, 1(1), 1-20.
- Rahman, M. (2026). Improving the quality of education in madrasah tsanawiyah through digital technology-based strategic management. *JTech: Journal of Education and Technology*, 2(1), 11-19.
- Rozi, F., Hasanah, S. Z., Amma, L., & Sholihah, H. (2023). Implementation of the Yanbu'a method in improving students' Qur'an reading fluency. *ALSYS: Jurnal Keislaman Dan Ilmu Pendidikan*, 3(6), 669-678. <https://doi.org/10.58578/alsys.v3i6.1988>
- Salmona, M., & Kaczynski, D. (2024). Qualitative data analysis strategies. In *How to conduct qualitative research in finance* (pp. 80-96). Edward Elgar Publishing. <https://doi.org/10.4337/9781803927008.00012>
- Shoha, S. I. (2026). Curriculum renewal management in elementary schools: A case study of the implementation of the independent curriculum in schools. *Journal of Education Management and Policy*, 2(1), 61-71.
- Sulaeman, S., Ahmad, A., & Ridwan, I. (2025). Integrating fiqh al-Bi'ah into project-based learning to enhance environmental character in Islamic higher education. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(4), 1009-1025. <https://doi.org/10.31538/tijie.v6i4.2238>
- Syafiih, M. (2025). The future of education in the digital era: Between technological innovation and equitable access. *Proceeding of International Conference on Education, Society and Humanity*, 3(1), 737-741.
- Takona, J. P. (2024). Research design: Qualitative, quantitative, and mixed methods approaches. *Quality & Quantity*, 58(1), 1011-1013. <https://doi.org/10.1007/s11135-023-01798-2>
- Tuala, R. P., Ikbal, I., & Fadillah, M. K. (2024). Towards the professionalism excellence of teachers: Curriculum management transformation. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(3), 916-928. <https://doi.org/10.33650/al-tanzim.v8i3.8187>
- Wagner, D. A. (2025). Learning as development: Rethinking international education in a changing world. *Taylor & Francis*. <https://doi.org/10.4324/9781003400370>
- Wang, Y., Tseng, T. H., & Wang, Y. (2026). Development and validation of an internet entrepreneurial self-efficacy scale. 30(2), 653-675. <https://doi.org/10.1108/INTR-07-2018-0294>
- Wutich, A., Beresford, M., & Bernard, H. R. (2024). Sample sizes for 10 types of qualitative data analysis: An integrative review, empirical guidance, and next steps. *International Journal of Qualitative Methods*, 23, 16094069241296206. <https://doi.org/10.1177/16094069241296206>