Research Design and Methodology III

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Date (September 9, 2023)

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1. Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.
	1. Refer to the "Student Guide to Developmental Readings" in the General Helps folder for updated information on sample comments, the grading rubric, and key definitions related to developmental readings.
2. Start the assignment on a new page after the Instructions Page. Follow all APA 7th edition guidelines for documentation and style.
3. Works Cited: Include a separate Works Cited page, formatted according to APA style, 7th edition (not included in page count).
4. Submit all assignments in DIAL.

**Source One:**Abu-Taieh, E., Hadid, I. H. A., & Mouatasim, A. E. (2020). *Cyberspace*. BoD – Books on Demand.

**Comment 1:**

**Quote/Paraphrase:**The research design is intended to provide an appropriate framework for a study. A significant decision in the research design process is the choice regarding the research approach since it determines how relevant information for a study will be obtained; however, the research design process involves many interrelated decisions.

This study employed a mixed type of methods. The first part of the study consisted of a series of well-structured questionnaires (for management, employee representatives, and technicians of industries\_ and semi-structured interviews with key stakeholders (government bodies, ministries, and industries) in participating organizations. The other design used is an interview of employees to know how they feel about the safety and health of their workplace, and field observation at the selected industrial sites was undertaken (Abu-Taieh et al., 2020, p. 28).

**Essential Element:** This comment is associated with the subject of data analysis.

**Additive/Variant Analysis:**This is additive to the discussion of research design. This study sheds light on a mixed type of methods design. A design of this nature also affects the data and its analysis.

**Contextualization:**  My understanding of the research design is that it refers to the overall structure or plan that guides a research study. It outlines the methodology, procedures, and strategies used to gather, analyze, and interpret data. If it is designed well, it ensures that the study has been conducted effectively, reliably, and efficiently. The research design also impacts the research approach in several ways. The methodology influences the methods and techniques used for data collection (e.g., surveys, experiments, interviews) and analysis (e.g., qualitative or quantitative). The research design for the study above, used a mixed method of questionnaires and interviews. I am still trying to figure out the best research design for me to use regarding proving the effectiveness of the Montessori Method as the best educational approach for low-income students and students of color. The research on this topic has proven that it is an effective approach. I only need to determine the best research design to prove it to others.

**Source Two:** Lohr, S. L. (2021). *Sampling: Design and analysis*. CRC Press.

**Comment 2:**

**Quote/Paraphrase: Convenience Samples**

Some persons who are conducting Surveys use the first set of population units they encounter as the sample. The problem is that the population units that are easiest to locate or collect may differ from other units … Convenience Samples (in which the sample consists of easy-to-locate or easy-to-collect units) often have selection bias. Measurement error occurs when the data recorded for observation units differ from the actual values (Lohr, 2021, pp. 6 and 20).

**Essential Element:** This comment Is associated with the subject of sampling techniques.

**Additive/Variant Analysis:** This is additive to discussing sampling techniques. This study sheds light on population and sampling techniques. The name convenience sampling also gives way to the biases associated with using convenience sampling. It is not recommended that surveys examined from the most accessible samples to locate or collect appear in the study.

**Contextualization:** Although I understand why a researcher would want to use convenience sampling, it does not come recommended for several reasons. This method may lead to sampling bias, limit diversity, and may not be representative of the entire population, which would account for other problems. It prohibits generalizations of large populations. In my sorority, we use Survey Monkey, or at least we used to, for the voting of various officers. Our organization has over 300,000 members and 700 members in my chapter. However, if we chose the selection of our officers only from those of us who were physically present at the meeting, lined up first to submit our ballots, and the Philacters pulled the first 50 ballots submitted by sorors. It is quite possible that the candidate who wins would have done so because of convenience. Instead, we announce when the voting will take place electronically, and it is open to all members for 48 hours. This gives each candidate a better opportunity to have as many of our members vote as possible. Convenience Sampling is convenient, but it also affects the validity of the findings.

**Source Three:**Pearce, L. D., Hayward, G. M., & Pearlman, J. A. (2017). Measuring five dimensions of religiosity across adolescence. *Review of Religious Research*, *59*(3), 367–393. <https://doi.org/10.1007/s13644-017-0291-8>

**Comment 3:**

**Quote/Paraphrase:**Religiosity is multidimensional but also fluid and dynamic, especially during adolescence as youth learn about themselves and how they view the world (Pearce & Denton, 2011). Thus, it is important to assess whether a model of religion holds up at multiple points in adolescence for the same group of young people. As they solidify their identities and gain autonomy in their religious lives and beyond, we expect the relationships between all dimensions of religiosity to correlate more strongly. We especially expect to see improvement in the association between external practice and the other dimensions since public religious expression becomes increasingly self-motivated and less a reflection of parental expectations (Pearce et al., 2017, p. 6).

**Essential Element:** This comment is associated with the subject of the literature review outline.

**Additive/Variant Analysis:**This is additive to the discussion of the literature review regarding religiosity. This study sheds light on the religiosity of teenagers. It examines the various dimensions of religiosity as it is displayed in adolescence.

**Contextualization:**  I was drawn to this article because it discussed religiosity as it relates to youth. My siblings and I all grew up in the church. We attended Sunday school regularly and were referred to as the “church kids” in our neighborhood. Being teased for attending church was not fun at all, and I believe that my siblings and I did things that we knew were wrong because we wanted to prove to our peers who did not attend church that we were more like them. It is true, however, that as we became older, we became less concerned about what our peers thought of us and more concerned about doing what the Lord expected. So, I agree that you can see more external practices of religiosity as you get older and become more comfortable with your identity. However, it can be a bumpy ride while working things out.

**Source Four:**Hillenbrand, C. (2020). Religion, a bridge or barrier in society? In S. Demmrich & U. Riegel (Eds.), *Religiosity in East and West: Conceptual and Methodological Challenges from Global and Local Perspectives* (pp. 19–41). Springer Fachmedien. <https://doi.org/10.1007/978-3-658-31035-6_2>

**Comment 4:**

**Quote/Paraphrase:** Second, most specifications of cohesion include a dimension of identification. As social cohesion refers to relationships within a defined entity, it is essential that its members feel part of it and that they accept each other in their diversity as part of it. Regarding the horizontal level, I follow the argument that an inclusive social identification towards different members of society is crucial to ensure cohesion not only for certain homogeneous groups but for a society as a whole—in which various groups usually coexist. Inclusive means accepting diversity, showing tolerance and respect—beyond the own social in-group towards outgroups like ethnic minorities or immigrants in a country (CEPAL 2010, p. 24 f.; Dragolov et al. 2016, p. 15 f.; Schiefer and Noll 2017, p. 588 f.) (Hillenbrand, 2020, p. 7).

**Essential Element:** This comment is associated with the subject of the literature review outline.

**Additive/Variant Analysis:**This is additive to the discussion of religiosity, and one of the elements associated with religiosity is social cohesion. This study sheds light on the similarities between individuals who share a similar value system. Part of the literature review is to review the research surrounding the various aspects of religiosity.

**Contextualization:**  We live in an attractive country because it accepts other people, groups, and cultures. However, we are not without diversity concerns. When we examine social cohesion, the focus refers to the relationship within a defined entity. For example, my church members are from various countries, islands, and ethnicities, but our worship service is cohesive. It is cohesive because we share the same belief system. Our belief system units us in a way that no other attribute can do. When we have other gatherings outside of the church, the unity is also present. I have visited other countries and have shared in the worship services of fellow Christians, and again, I do not feel out of place. I believe that it is the love of Christ, which helps us to be tolerant of others regardless of our cultural and diverse backgrounds.

**Source Five:**Sholihin, M., Hardivizon, H., Wanto, D., & Saputra, H. (2022). The effect of religiosity on life satisfaction: A meta-analysis. *HTS : Theological Studies*, *78*(4), 7172. <https://doi.org/10.4102/hts.v78i4.7172>

**Comment 5:**

**Quote/Paraphrase:**Religiosity in several studies is assessed as the influence of religion (Mohd Dali et al., 2019). This confirms an assumption that religiosity is highly dependent on the underlying religion. Thus, religiosity among Islam, Christianity, Buddhism, and Hinduism tend to be different because of the differences in the doctrines and beliefs in those religions.

(Sholihin et al., 2022., pp. 2-3).

**Essential Element:** This comment is associated with the subject of literature review outline.

**Additive/Variant Analysis:**This is additive to the discussion of religiosity relative to how it is defined. This study sheds light on the literature review of religiosity, which refers to one’s values and personal belief system. Understanding that the purpose of the literature review is to research the existing aspects of religiosity.

**Contextualization:**  Prior to attending OGS, I had never heard of the term Religiosity. I understood that there are religious people worldwide, but I had never heard of the term. I agree, however, that our religions affect how we live our lives. I believe that this is true about all religions. I know that my siblings, children, and I are affected by our religion. It makes me wonder about the Islamic people who use their religion to bring harm to others, which they refer to as infidels. I encounter countless people, and they may or may not share my religious beliefs, but I do not think of them as infidels. I associate the use of the term infidel with Islamic people, but the term is associated with a more familiar term that I have used, which is heathen. It makes me wonder if the term religiosity is a new term or if it is just less familiar to me.

**Comment 6:**

**Quote/Paraphrase:**Nair and Gaither (1999) identified that marital status, social support and opportunities to socialize with the environment are closely related to life satisfaction. In addition, indicators such as health, leisure, family, work, financial situation, social relationships, and self-worth were proposed as other indicators related to life satisfaction on a scale that is more often referred to by social scholars (Milovanska-Farrington & Farrington, 2021). Na-Nan and Wongwiwatthananukit (2020) suggested several indicators that are rarely considered by other social scholars, related to life satisfaction. According to them, there are at least five important indicators related to life satisfaction, namely, (1) enthusiasm to do activities and attention to one’s living conditions; (2) resolution and fortitude as the acceptance of life values; tolerance of problems encountered in life and perception to problems as experience and learning resources; (3) compatibility between the desired and achieved goals as an indicator of success in life; (4) self-concept refers to satisfaction with one’s health, and contributing meaningfully to society; (5) mood regulation as a means of knowing how to be happy, having a good attitude and positive emotions towards other people and the environment, and the ability to overcome sad events (Na-Nan & Wongwiwatthananukit, 2020) Various indicators related to life satisfaction have been proposed(Sholihin et al., 2022., pp. 3–4)**.**

**Essential Element:** This comment is associated with the subject of the literature review outline.

**Additive/Variant Analysis:**This is additive to the discussion of religiosity as it examines another of its elements. This study sheds light on the literature review of religiosity and its effects on life satisfaction. I understand that the purpose of the literature review is to research the existing aspects of religiosity in its entirety.

**Contextualization:**  I believe religion has much to do with life satisfaction. I especially feel this way because of my relationship with Christ. When I examine number five from this list of indicators related to life satisfaction, it refers to mood regulation as a means of being able to have positive emotions, a good attitude, be happy, and overcome sad events to name a few. I happen to know several people who struggle with overcoming sad events. I also thought about number two, which mentions tolerating problems encountered in life. Again, I know several individuals that struggle with tolerating life’s problems. I am often asked how I deal with things, or people are drawn to me because of my positivity. I know that it is Jesus. I have many of the same concerns as others regarding this list, but I am happy. I have someone to whom I can tell my troubles, and who fills me with the spirit of satisfaction. I cast my cares on Him, and that is what gets me through every single day.

**Source Six:**Behdost, P., Department of Counseling, Faculty of Educational Sciences and Psychology, Alzahra University, Tehran, Iran, Kargar, K., Department of Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran., Ziaaddini, Z., Department of Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran., Salimi, H., & University of Hormozgan. (2019). The effectiveness of spiritual-religious psychotherapy on love trauma syndrome and acceptance in female students with love failure. *Health, Spirituality and Medical Ethics*, *6*(2), 45–51. <https://doi.org/10.29252/jhsme.6.2.45>

**Comment 7:**

**Quote/Paraphrase:**Using a control group design, this experimental pretest-posttest study was performed on 30 female bachelor students in Bandar Abbas, Iran, from 2018-2019. The study population was selected via the snowball sampling method. The participants were randomly assigned into two groups of intervention and control, each containing 15 subjects. Based on the snowball method, the individuals who were affected by love failure were asked to introduce other people with similar experiences. The samples were selected through phone calls and interviews. Based on the exclusion criteria, 1 and 2 cases were removed from the intervention and control groups, respectively. Consequently, the final analysis was conducted on 27 subjects, including 14 cases in the intervention group and 13 participants in the control group. The inclusion criteria for both groups entailed: 1) an experience of love failure for 2-7 months, 2) achievement of a high score from the study questionnaires during sampling, 3) single status, 4) female gender, 5) age of 18-24 years, 6) studying bachelor in the universities of Bandar Abbas, 7) non-addiction, 8) no severe psychological disorders based on the psychological interview, and 9) nonuse of psychotherapy services or medications during the study (Behdost et al., 2019, pp. 3–4).

**Essential Element:** This comment is associated with the subject of sampling techniques.

**Additive/Variant Analysis:**This is additive to the discussion of sampling techniques. Various methodologies can be used to research and examine information; there are also several sampling techniques. This study sheds light on the sampling technique referred to as the snowball method. This method uses individuals to obtain subjects with similar experiences. Those subjects will also supply the researcher with individuals they know who have had similar experiences, and all of these individuals become a part of the study group.

**Contextualization:**  Until this core, I was unaware of the snowball sampling method. I like the idea that it supports obtaining a population with the same attributes. I was thinking about all the families I know of that have had children attend public Montessori schools. I just looking at the students that attended my kid's school, during the time that they attended it to determine how practical the Montessori approach was in their learning beyond middle school. Honestly, many of them have college degrees and great careers. I would limit the criteria to students who had Montessori from pre-k to middle school. As I consider this method, however, I realize I would have to focus on low socioeconomically challenged individuals and people of color. Because of these two particular attributes, snowball sampling may not be the best method to use, but the Montessori Method, as it relates to student academic outcomes, reminds me of the expression “domino effect.”

**Comment 8:**

**Quote/Paraphrase:**The Love Trauma Inventory (LTI) was designed by Rosse to examine the intensity of love trauma and present a general evaluation of physical, emotional, cognitive, and behavioral disturbance status. This questionnaire contains ten items rated on a four-point Likert scale (ranging from 0 to 3). This instrument has a cutoff score of 20, with higher scores indicating more severe love trauma. The content validity of this inventory has been confirmed in Iran. In addition, Cronbach’s alpha and reliability coefficients of this tool have been reported as 0.81 and 0.83, respectively. The present study obtained Cronbach’s alpha coefficient as 0.84 (Behdost et al., 2019, p. 4).

**Essential Element:** This comment is associated with the subject of data analysis.

**Additive/Variant Analysis:**This is additive to the data analysis discussion. This study sheds light on using the Likert scale and how the criteria are interpreted based on the intervention and control groups, respectively.

**Contextualization:** The enjoyed this article and its use of the Likert Scale to measure the attitudes of love trauma. It helped me to think about measuring people’s opinions about Montessori. It may not be as exciting as love trauma, but I would be interested to learn what previous students think about having a Montessori education. I would survey students between the ages of 25 and 30. My daughter works in the beauty industry, and she went to a trade school. She has also recently had to learn several new techniques related to skin care, and pass an exam. She was frustrated with the process because her industry does not consider that not everyone learns the same way. I asked her what she meant by that, and she said, “Reading and memorizing the information is not the way I learn best; I learn best by application.” I credit her knowledge and articulation of how best she learns to her Montessori educational background.

**Source Seven:**  Pietilä, A.-M., Nurmi, S.-M., Halkoaho, A., & Kyngäs, H. (2020). Qualitative research: ethical considerations. In H. Kyngäs, K. Mikkonen, & M. Kääriäinen (Eds.), *The Application of Content Analysis in Nursing Science Research* (pp. 49–69). Springer International Publishing. <https://doi.org/10.1007/978-3-030-30199-6_6>

**Comment 9:**

**Quote/Paraphrase: Autonomy**

The principle of autonomy is central to research ethics. Autonomy refers to a study participant’s right to self-governance, liberty, privacy, individual choice, and freedom of will. The preconditions for autonomy are agency (capacity for intentional action) and liberty (freedom from controlling influences). The basis for these principles is that people should be free to make decisions, act on them, and retain control over their own lives without being controlled or coerced by external forces. The autonomous individual can self-regulate, make judgments, and take actions based on their values, preferences, and beliefs. In contrast, diminished autonomy describes an individual controlled by others and incapable of deliberating or acting according to their desires and plans. For example, children, patients with dementia, or people with limited personal power, such as prisoners, exhibit diminished autonomy. Vulnerable research subjects are individuals who, due to age, mental disability or illness, poverty, language barriers, or other cultural and social factors, have difficulty providing informed consent or protecting their interests (Pietilä et al., 2020, pp. 3–4).

**Essential Element:** This comment is associated with ethical research criteria.

**Additive/Variant Analysis:** This is additive to the discussion of ethical research. This study sheds light on the importance of the ethical principles governing all researchers, especially humans. Researchers must obtain informed consent from potential research participants. They must also do their best to minimize harm to participants, protect their anonymity and confidentiality, avoid using deceptive practices, and give participants the right to withdraw from their research.

**Contextualization:** I understand better the rights and responsibilities associated with protecting the rights of vulnerable individuals. I was aware of the sensitivities surrounding under aged humans and those with diminished capacity, but I had never considered those in prison. Prisoners' rights fall under diminished autonomy, which is new to my learning. However, if parents can permit participation for their children and people with power of attorney speak for the elderly, who speaks for prisoners? Protecting the rights of children, I am familiar with because of the forms that I have signed over the years and given to other parents regarding field trips and photography. The photography permission is not as old as the other rights because I can recall a time when you were allowed to photograph your students without parent consent. This tells me this right has been actionable within the last twenty years.

**Comment 10:**

**Quote/Paraphrase: Beneficence and Non-maleficence**

The principle of beneficence refers to a researcher’s ethical obligation to promote well-being and maximize the benefits for study subjects and society. In contrast, non-maleficence refers to a researcher’s ethical obligation to minimize risk and avoid harm to the study subject and society. These principles describe how a researcher is responsible for maximizing potential benefits and minimizing detrimental effects. Qualitative research methods do not physically harm participants but may cause psychological, emotional, and social harm, e.g., fear, painful memories, shame, grief, or embarrassment. To avoid the exploitation of study participants, any harm to which participants may be exposed must be reasonable in relation to the anticipated benefits and expected social value of the study. Therefore, weighing the benefits and harms is essential to any qualitative study. This is especially important for researchers planning to explore sensitive topics that can evoke strong memories or feelings in the study participant. Examples of sensitive topics include serious illness, grief, sexual abuse, violence, and death and dying (Pietilä et al., 2020, p. 5).

**Essential Element:** This comment is associated with the subject of ethical research criteria.

**Additive/Variant Analysis:** This is additive to the discussion of ethical research. This study sheds light on the importance of the ethical principles that govern all researchers, especially as they relate to participants in a qualitative study. The researcher has an ethical obligation to minimize risk and avoid harm, legally referred to as beneficence and non-maleficence.

**Contextualization:** Non-maleficence refers to a researcher’s ethical obligation to minimize risk and avoid harm to the study subject and society, which is new knowledge for me. I am familiar with this ethical principle regarding physicians because my mom was a person with diabetes, and her doctor refused to give her sweet tea once. I had associated this with the Hippocratic Oath. It is the same, but the Hippocratic Oath lists specific acts of non-maleficence. However, I now understand it as an ethical principle I must consider as a researcher. If my study could cause a participant to have nightmares, this would be committing non-maleficence. Then, I thought about negligence; although it causes harm, it is not the same as non-maleficence because of the intent.

**Source Eight:**  Jones, J. A., & Giles, E. H. (2022). Higher education outreach via student organizations: students leading the way. *Journal of Higher Education Outreach and Engagement*, *26*(3), 99–115.

**Comment 11:**

**Quote/Paraphrase:** This literature review is divided into three parts. First, we present research on student organizations (SO) in higher education. This step includes describing the national dimensions of such SOs and identifying their role and impact on students and the surrounding community. Second, we present research on student volunteerism, including benefits and challenges. Third, we present research on the challenges of who should be responsible for SOs’ training and service endeavors. We conclude by identifying research questions at the intersection of these bodies of literature explored in this study (Jones & Giles, 2022, pp. 1–2).

**Essential Element:** This comment is associated with the subject of the literature review outline.

**Additive/Variant Analysis:** This is additive to the discussion of the literature review outline. This study sheds light on the organization of the literature review and the use of scholarly sources to divide the research topic into three parts. In doing so, the researcher must examine and evaluate the various viewpoints presented by other scholars.

**Contextualization:** Now that I am in Core 5, I understand the Purpose of the literature review more clearly. To begin with, we want to ensure that an explanation of the topic’s significance is addressed. Then we want to categorize the literature based on themes, concepts, or methodologies. Next, we would want to summarize any critical findings from various sources. Then, we should compare and contrast different perspectives. Most importantly, we want to highlight gaps, contradictions, or any area needing further research. The conclusion of the literature review should recap the main points, what the research implications address, and suggestions for future research. In toll, the outline should address no less than the following:

* Introduction
* Body
* Subheadings or Sections
* Conclusion
* References

The outline’s structure may vary depending on the assignment's requirements or the specific field of study. We are making adjustments to allow for the depth and breadth of the literature available on the topic.

**Comment 12:**

**Quote/Paraphrase:** The first round of purposive sampling was through a series of three emails sent to the university email addresses of the 203 students who fit the criteria. In response to a lower-than-expected response rate from the initial sampling, we advertised the study via Facebook pages these student leaders would likely follow (i.e., university-based service-learning-oriented Facebook pages) and through announcements in courses emphasizing service learning. We received 38 responses, 26 complete and usable (13% response rate). At the end of the survey, students were asked if they were willing to be part of a focus group. Five of the 26 respondents agreed to be contacted for a focus group. Because of this low number of volunteers, we transitioned from focus groups to interviews. Four of the five students responded to scheduling requests and were interviewed for this study (Jones & Giles, 2022, p. 5).

**Essential Element:** This comment is associated with the subject of sampling techniques.

**Additive/Variant Analysis:** This is additive to discussing sampling techniques. This study sheds light on purposive sampling, used in qualitative research to select a specific group of individuals for analysis.

**Contextualization:** Purposive sampling is not something that I was familiar with at all. I have now come to understand how different it is from random sampling. I can see the need for using such a sampling. For example, if I were completing a study about the effects a particular drug had on AIDS patients. In-depth investigations of a particular case or phenomenon often use purposive sampling to select cases that are most representative or relevant to the research question. When my sister was diagnosed with Cholangiocarcinoma, we were trying to find a study that she could become a part of. Research focusing on understanding individuals’ lived experiences and perceptions might employ purposive sampling to select participants who have experienced a particular phenomenon being studied. Although it is predominantly utilized in qualitative research studies across many different fields of study, I would not consider using it for my study on Montessori. For example, ethnography, and while I believe that Montessori is its own culture or community, I do not think that it warrants me trying to find enough individuals that could provide deep insights into the beliefs, cultural practices, and behaviors of interests of Montessori educators.

WORKS CITED

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