



## **EXPLORING EDUCATIONAL MANAGEMENT THROUGH INDUCTIVE ANALYSIS**

### **Addressing Fallacies in Qualitative Research Methodologies**

<sup>1</sup>Nuriman, <sup>2</sup>Yusnaini & <sup>3</sup>Setiawan

E-mail: <sup>1</sup>nuriman@iainlhokseumawe.ac.id, <sup>2</sup>yusnaini@iainlhokseumawe.ac.id,

<sup>3</sup>setiawan@iainlhokseumawe.ac.id

**Institut Agama Islam Negeri Lhokseumawe, Aceh Indonesia**

**Abstract:** This research investigates the challenges faced by students in completing academic reports, particularly in anthropology, sociology, and education. Despite the growing importance of quality academic writing, students often struggle with proper documentation, leading to incomplete or inaccurate reports. A key gap identified is the lack of a systematic approach to understanding these issues, especially in the context of methodological challenges in academic reporting. The study employs a qualitative method with an inductive approach, utilizing documentation techniques and content analysis. Data was collected from various sources, including published and unpublished academic documents such as theses, dissertations, research papers, and books. Triangulation through peer discussions and document analysis ensured the reliability and validity of the findings. The research identifies common issues in academic reporting, including difficulties in structuring research and presenting findings clearly. It also highlights the role of proper documentation in enhancing the quality of academic work. The study recommends that academic institutions implement structured writing workshops and emphasize proper documentation techniques. Additionally, students should be trained in effective research methodologies and document handling. This research has significant implications for

improving academic writing practices and methodologies in higher education, ultimately enhancing the quality of scholarly work.

**Keywords:** Academic reporting, Documentation challenges, Qualitative research, Content analysis and Academic improvement.

## Introduction

Academic writing is a fundamental component of higher education, reflecting critical thinking, research skills, and the ability to convey complex ideas effectively. However, many students struggle to meet the required standards of quality, particularly in the area of proper documentation. This issue often results in incomplete or inaccurate academic reports, which undermine both the students' performance and the integrity of their work.

The challenges associated with academic reporting extend beyond technical skills,<sup>1</sup> encompassing deeper methodological issues such as understanding theoretical frameworks, data interpretation, and articulating findings coherently.<sup>2</sup> Despite the critical role of academic reporting, limited attention has been given to systematically identifying and addressing these difficulties, particularly in disciplines that require nuanced, context-sensitive approaches like anthropology, sociology, and education.

To bridge this gap, the study employs a qualitative research methodology using an inductive approach. This method allows for an in-depth exploration of the underlying factors contributing to students' struggles. Documentation techniques are utilized to collect relevant data, which is then analyzed through content analysis to uncover patterns and themes.<sup>3</sup> By addressing these challenges, this research aims to contribute to

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<sup>1</sup> Edward Barroga and Hiroshi Mitoma, "Improving Scientific Writing Skills and Publishing Capacity by Developing University-Based Editing System and Writing Programs," *Journal of Korean Medical Science* 34, no. 1 (2019), <https://doi.org/10.3346/jkms.2019.34.e9>.

<sup>2</sup> Helena Priest, Paula Roberts, and Leslie Woods, "An Overview of Three Different Approaches to the Interpretation of Qualitative Data. Part 1: Theoretical Issues.," *Nurse Researcher*, 2002, <https://doi.org/10.7748/nr2002.10.10.1.30.c5877>.

<sup>3</sup> Ambar Sulistiyarini, Sukarno, and Triyanto, "Pre-Lesson Reading Activities on Creative Thinking Skills: Implementation, Impact, and Constraints," *Pegegung Egitim ve Ogretim Dergisi* 12, no. 4 (2022), <https://doi.org/10.47750/pegegog.12.04.10>.

the development of effective strategies for improving academic writing and reporting practices in higher education.

Qualitative inquiry, particularly the inductive approach, has become popular due to its capacity to explore complex phenomena and generate theories from data.<sup>4</sup> However, despite its advantages, the inductive approach often suffers from methodological pitfalls that can compromise the validity of research findings. Educational management is a dynamic and evolving field that addresses the intricate and multifaceted challenges associated with educational systems, policies, and practices.<sup>5</sup> The complexity of this field necessitates a variety of research methodologies to ensure a thorough understanding of its numerous dimensions. Among these methodologies, qualitative inquiry has emerged as a prominent approach, particularly for its ability to delve deeply into human behaviors, perceptions, and social phenomena.<sup>6</sup> The inductive approach within qualitative research is especially valued for its capacity to generate theories directly from observed data, offering a bottom-up method of knowledge construction.

Qualitative inquiry, and specifically the inductive approach, focuses on understanding phenomena in their natural contexts.<sup>7</sup> Unlike deductive research, which tests predefined hypotheses, inductive research begins with observations and seeks to identify patterns or themes that inform broader theoretical constructs. This approach has become increasingly popular in educational management due to its ability to capture the nuanced realities of

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<sup>4</sup> C Pope and N Mays, "What Are Qualitative Methods?," *Bmj* 311, no. 1 (1995).

<sup>5</sup> Cecilia Alejandra Marambio Carrasco, "An Experience in Educational Management: A Dynamic Action for Cultural Transformation," *Educar*, 2018, <https://doi.org/10.5565/rev/educar.809>; Karina Milena Carranza Hernández, Máryury Salazar Leyva, and Marcos de Jesús Hinojosa Hernández, "Educational Management from the Integrated Input-Output Methodology of the Dynamic Model," *Revista Venezolana de Gerencia* 28, no. 102 (2023), <https://doi.org/10.52080/rvgluz.28.102.24>.

<sup>6</sup> Karen L. Peel, "Beginner's Guide to Applied Educational Research Using Thematic Analysis," *Practical Assessment, Research and Evaluation* 25, no. 1 (2020), <https://doi.org/10.7275/ryr5-k983>; Milasari Milasari et al., "Filsafat Ilmu Dan Pengembangan Metode Ilmiah," *Jurnal Filsafat Indonesia* 4, no. 3 (2021), <https://doi.org/10.23887/jfi.v4i3.35499>.

<sup>7</sup> Ruth Palan Lopez et al., "ADVANCE: Methodology of a Qualitative Study," *Journal of the American Geriatrics Society* 69, no. 8 (2021), <https://doi.org/10.1111/jgs.17217>.

educational environments, from the perspectives of stakeholders such as students, teachers, administrators, and policymakers.

However, while the inductive approach offers significant advantages, it is not without its challenges. One of the primary strengths of the inductive approach—its reliance on data to inform theory—can also be a potential weakness. The flexibility inherent in this method may lead to issues of researcher bias, inconsistent data interpretation, and difficulties in ensuring the validity and reliability of findings. These methodological pitfalls can compromise the rigor and credibility of qualitative research, raising concerns about the generalizability and applicability of its outcomes in the broader field of educational management.<sup>8</sup>

One of the key methodological fallacies in the inductive approach is the potential for researcher bias. Because the researcher plays an active role in collecting, analyzing, and interpreting data,<sup>9</sup> their personal beliefs, assumptions, and expectations can inadvertently shape the research process.<sup>10</sup> This subjectivity can influence which data are deemed significant, how patterns are identified, and which conclusions are drawn. For example, a researcher studying teacher-student interactions might unconsciously prioritize data that align with their preconceived notions about effective teaching practices, thereby overlooking contradictory evidence. This selective interpretation can lead to skewed findings that do not accurately represent the reality being studied.

Another challenge inherent in the inductive approach is the issue of inconsistent data interpretation. The process of identifying patterns and themes within qualitative data is inherently subjective, relying heavily on the researcher's analytical skills and judgment.<sup>11</sup> Different researchers analyzing the same data may arrive at different conclusions, leading to questions about

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<sup>8</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, Qualitative Data Analysis A Methods Sourcebook*, vol. 6, 2014.

<sup>9</sup> Judith Lathlean, Pam Denicolo, and Pam Denicolo, *Collecting, Analyzing, and Interpreting Qualitative Data, Collecting, Analyzing, and Interpreting Qualitative Data*, 2022, <https://doi.org/10.4135/9781071885628>.

<sup>10</sup> Colin Fletcher, "The Practice of Qualitative Research," in *Beneath the Surface*, 2023, <https://doi.org/10.4324/9781003459927-9>.

<sup>11</sup> Lopez et al., "ADVANCE: Methodology of a Qualitative Study."

the reliability of the findings. This variability can be particularly problematic in educational management research, where the findings are often used to inform policies and practices that impact a wide range of stakeholders.

The lack of standardized procedures in qualitative research further exacerbates the risk of methodological fallacies. Unlike quantitative research, which often follows clearly defined protocols for data collection and analysis, qualitative research is more flexible and adaptive.<sup>12</sup> While this flexibility allows for a deeper exploration of complex phenomena, it also creates opportunities for inconsistencies and errors. For instance, in an inductive study examining school leadership styles, the absence of a standardized coding framework for analyzing interview data could result in different researchers categorizing the same responses in vastly different ways. This lack of uniformity undermines the reproducibility of the research and diminishes its overall validity.

In addition to these challenges, the inductive approach often struggles with the issue of generalizability. Because qualitative research typically involves small, non-random samples, the findings are not easily applicable to larger populations. While the goal of qualitative research is not necessarily to generalize but to provide in-depth insights into specific contexts, this limitation can be a significant drawback in the field of educational management, where the applicability of research findings to diverse educational settings is often crucial. For instance, a study exploring the implementation of a new teaching strategy in a single school may yield valuable insights, but its relevance to other schools with different demographics and resources remains uncertain.

Given these challenges, it is essential to adopt strategies that mitigate the methodological fallacies of the inductive approach in educational management research. One effective strategy is to enhance reflexivity throughout the research process. Reflexivity involves critically examining one's own role, biases, and assumptions as a researcher, and actively seeking to minimize their influence on the research. This can be achieved through practices such as maintaining a reflexive journal, engaging in peer debriefing,

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<sup>12</sup> Carranza Hernández, Salazar Leyva, and Hinojosa Hernández, "Educational Management from the Integrated Input-Output Methodology of the Dynamic Model."

and seeking feedback from colleagues to ensure a more balanced and objective interpretation of the data .

Another strategy to address the issue of inconsistent data interpretation is to adopt rigorous and transparent data analysis procedures. Employing systematic coding frameworks, triangulating data sources, and conducting inter-coder reliability checks can help ensure that the findings are consistent and credible. For example, in a study on teacher perceptions of professional development programs, using a predefined coding scheme and having multiple researchers independently analyze the data can reduce subjectivity and enhance the reliability of the findings.

To address the challenge of generalizability, researchers can incorporate elements of mixed-methods research into their studies. By combining qualitative and quantitative approaches, researchers can benefit from the depth of qualitative insights while also leveraging the breadth of quantitative data. For instance, a mixed-methods study on the impact of school leadership styles might include qualitative interviews with principals and teachers to explore their experiences, complemented by a quantitative survey of a larger sample of schools to assess broader trends. This integrative approach can enhance the robustness and applicability of the research findings.

The inductive approach involves deriving patterns, themes, and theories directly from data without predetermined frameworks. Its utility in educational management stems from its ability to capture contextual nuances and participant perspectives, making it invaluable for addressing issues such as leadership, policy implementation, and organizational culture. However, its reliance on researcher interpretation and emergent design makes it vulnerable to biases and inconsistencies. This paper aims to uncover these fallacies, analyze their implications, and propose strategies to mitigate their effects.

## **Method**

This research started in March 2024 and be completed in October 2024, with a total duration of 19 months. The entire process is repeated to ensure the accuracy and relevance of the data to the research focus. This research uses a qualitative method with an inductive approach. The primary

focus of the study is to analyze relevant documents related to the main issues of the study. The documentation method has a strong tradition in social studies and is often combined with content analysis techniques to extract in-depth information from written sources.<sup>13</sup> This documentation method is applied by analyzing the problems faced by students from various majors, such as anthropology, sociology, and education.

### **Data Collection**

Data is collected using a multi-technique approach, as recommended by Millan and Schumacher in *Research in Education: A Conceptual Introduction*.<sup>14</sup> This strategy includes observation, interviews, and triangulation through the examination of written documents, including theses, dissertations, and research papers. The main focus of the study is determined through the exploration of relevant documents using ethnographic and narrative methods. The documentation study involves the collection and examination of written documents, images, and other academic works. The documents analyzed include the Papers, Reputable Journals, Reference Books, Academic Reports.

### **Research Phases, Materials and Analysis Process**

Collecting various data sources from university libraries, both public and private, Reading the documents in-depth and coding the relevant sections<sup>15</sup>. Engaging in discussions with academic peers to validate and verify findings. The materials used include both published and unpublished documents, such as Empirical and Theoretical Articles, Academic Works, and Books and Academic Literature. The analysis is conducted through the following steps are examining the validity of documents through in-depth

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<sup>13</sup> Theresa A. Ulrich, "Qualitative Studies and Textual Document Research in the United States: Conducting Research in National Archives," *Qualitative Report* 25, no. 2 (2020), <https://doi.org/10.46743/2160-3715/2020.4173>.

<sup>14</sup> J. McMillian and S Schumacher, "Research in Education: A Conceptual Introduction (4th Edition). .," *Pearson Education Limited*, 1997.

<sup>15</sup> Irene Korstjens and Albine Moser, "Series: Practical Guidance to Qualitative Research. Part 2: Context, Research Questions and Designs," *European Journal of General Practice* 23, no. 1 (2017), <https://doi.org/10.1080/13814788.2017.1375090>.

review,<sup>16</sup> Comparing with other sources to strengthen analysis and Using written documents, interviews, and academic discussions as forms of data triangulation.

### **Data Collection Techniques**

Data is obtained through several strategies are examining dynamic documents such as Chapters on Research Methods, Research Objectives, Findings, and Data Analysis, Analyzing literal documents such as journals and books, Exploring reputable journals and other relevant documents and Noting information on how data is processed, reproduced, and presented. This approach aims to produce high-quality data that addresses the primary objectives of this research.<sup>17</sup> Triangulation strategies are used to ensure the validity and reliability of the research findings.

### **Findings**

Inductive analysis is a foundational method in qualitative research, facilitating the discovery of patterns, themes, and relationships within data. However, the process is prone to specific fallacies that can compromise the validity, reliability, and credibility of findings. This discussion explores key fallacies in inductive analysis—overgeneralization, confirmation bias, lack of transparency, and misinterpretation—and proposes strategies to mitigate their impact.

Overgeneralization arises when researchers make broad claims based on insufficient or narrowly contextualized data. For instance, a study exploring leadership styles within a single school district might claim applicability to broader educational systems without adequate comparative data. This fallacy is particularly detrimental in diverse or global contexts, where variability is high.

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<sup>16</sup> Korstjens and Moser.

<sup>17</sup> Lisa A. Guion, David C. Diehl, and Debra McDonald, “Triangulation: Establishing the Validity of Qualitative Studies,” *EDIS* 2011, no. 8 (2011), <https://doi.org/10.32473/edis-fy394-2011>; Nancy Carter et al., “The Use of Triangulation in Qualitative Research,” *Oncology Nursing Forum*, 2014, <https://doi.org/10.1188/14.ONF.545-547>.

The implications of overgeneralization include reduced credibility and limited utility of findings. By overstating the applicability of research, studies risk misinforming stakeholders, perpetuating misconceptions, or producing ineffective recommendations. To mitigate this issue, researchers should include diverse participants or cases to capture a broader range of perspectives and ensure findings reflect wider applicability. Clearly articulate the boundaries of the study's scope, emphasizing the contexts in which findings are relevant. Where possible, compare data across different contexts to assess the generalizability of patterns and themes.

### **Confirmation Bias: Distorting Objectivity**

Confirmation bias occurs when researchers selectively seek, interpret, or emphasize data that aligns with their preexisting beliefs while disregarding contradictory evidence. For example, a study on teacher satisfaction may highlight positive feedback while minimizing critical responses, resulting in skewed conclusions. This bias undermines objectivity and perpetuates flawed narratives.

The consequences of confirmation bias are significant, as it can distort the integrity of research and hinder the development of nuanced understanding. This fallacy is especially problematic in studies challenging established norms or assumptions, where balanced analysis is crucial. To counteract confirmation bias, researchers should regularly examine their own beliefs and assumptions to recognize potential biases. Analyze data from multiple perspectives or datasets to avoid over-reliance on a single narrative and invite external scrutiny of findings, allowing colleagues to challenge interpretations and identify overlooked evidence.

Transparency is a cornerstone of rigorous research, ensuring replicability and fostering trust. However, insufficient documentation of methods, including data collection and coding schemes, obscures the rigor of research and limits the ability of others to evaluate findings. Ambiguity in methodologies creates obstacles for future researchers attempting to replicate or build on the study.

The lack of transparency diminishes the credibility of research and its contribution to scholarly discourse. To address this issue, researchers should

provide detailed descriptions of methodologies, coding schemes, and analytical frameworks. When possible, make raw data and analytical tools available to others, ensuring replicability and facilitating secondary analyses. Lastly publish findings in open-access journals and participate in collaborative platforms to enhance accessibility and scrutiny.

### **Misinterpretation of Data: Challenges and Strategies**

Misinterpretation occurs when researchers fail to consider contextual or cultural factors, misread participant responses, or adopt overly narrow analytical frameworks. For example, interpreting resistance to policy changes as defiance without accounting for structural inequities or cultural barriers misrepresents the underlying issues. These errors compromise the validity, depth, and relevance of findings. Misinterpretations can lead to flawed or even harmful recommendations, exacerbating existing challenges rather than addressing them. To mitigate this risk, researchers should examine social, cultural, and structural factors that may influence participant responses or observed patterns. Use member-checking techniques to ensure interpretations align with participants' intended meanings. It also revisit data and frameworks throughout the research process, refining interpretations as new insights emerge.

### **Building Rigorous Inductive Research**

Inductive analysis holds immense potential for uncovering meaningful insights, but its susceptibility to fallacies necessitates deliberate mitigation strategies. Overgeneralization, confirmation bias, lack of transparency, and misinterpretation each pose unique challenges to the integrity and utility of qualitative research. By enhancing sampling strategies, fostering reflexivity, ensuring methodological transparency, and incorporating contextual analysis, researchers can strengthen the rigor and reliability of their work. Ultimately, addressing these fallacies not only enhances the credibility of individual studies but also contributes to the advancement of qualitative research as a whole.

## Conclusion

Inductive analysis plays a crucial role in deriving meaningful insights from qualitative data, yet its effectiveness depends on researchers' ability to navigate inherent challenges and avoid common fallacies. Overgeneralization, confirmation bias, lack of transparency, and misinterpretation are among the critical issues that can undermine the rigor and validity of findings. To counter these pitfalls, researchers must employ mitigation strategies such as reflexivity, triangulation, detailed documentation, and cultural competence. These strategies not only enhance the reliability and ethical integrity of qualitative studies but also ensure that findings contribute constructively to both academic discourse and practical applications.

In the context of educational management, addressing these fallacies becomes even more important. The credibility and applicability of qualitative research in this field hinge on methodological rigor and critical reflexivity. Ignoring these issues risks producing results that are invalid, misleading, or irrelevant to the practical challenges faced by educational systems. As such, a robust and thoughtful approach to inductive analysis is essential to maintain the integrity of research and ensure its utility for advancing knowledge and practice.

The inductive approach provides a powerful framework for exploring complex phenomena in educational management, offering insights into the nuanced dynamics of educational systems and practices. However, its potential can only be fully realized when researchers acknowledge its limitations and proactively address methodological challenges. Researcher bias, inconsistent data interpretation, lack of standardized procedures, and limited generalizability remain significant obstacles. Left unchecked, these issues can undermine the validity and reliability of findings, weakening their impact on policy and practice.

Mitigating these challenges requires a deliberate commitment to methodological rigor. Enhancing reflexivity enables researchers to critically examine their own assumptions and biases. Employing rigorous data analysis procedures, including triangulation and peer debriefing, ensures consistency and transparency. Incorporating mixed-methods approaches can address the limitations of qualitative research by combining its depth with the

generalizability of quantitative methods. Together, these strategies strengthen the quality of inductive analysis and enhance its contributions to the field.

As educational management research evolves, addressing methodological pitfalls will be critical to advancing the discipline. Qualitative research informed by inductive analysis has the potential to generate transformative insights that improve educational practices and outcomes for students, educators, and communities. However, realizing this potential demands continuous refinement of research methodologies, a commitment to ethical practices, and an awareness of the limitations inherent in qualitative approaches. By addressing these challenges, researchers can ensure that their work not only stands up to scrutiny but also provides meaningful contributions to the field.

In conclusion, while inductive analysis is a powerful tool for exploring and understanding complex phenomena, its application requires vigilance and methodological sophistication. By acknowledging and addressing its challenges, researchers can enhance the credibility and applicability of their work, particularly in fields like educational management where the stakes are high. Ultimately, rigorous and reflective research practices are essential for producing findings that are valid, reliable, and impactful, driving progress in both academic understanding and practical applications.

### **Recommendations**

To strengthen research rigor, enhancing training in qualitative methods is vital, equipping researchers with the skills to identify and address biases effectively. Embracing mixed-methods approaches enriches studies by complementing inductive analysis with quantitative data for validation. Encouraging collaborative research fosters interdisciplinary teams, offering diverse perspectives and reducing individual biases.

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