

The influence of professional competence and leadership of school principals on the performance of physical education teachers in state Junior High School, Parongpong District, West Bandung Regency

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ABSTRACT

This study aims to examine the influence of teachers' professional competence and principals' leadership on the performance of physical education teachers at State Junior High School, Parongpong District, West Bandung Regency. The research method uses an explanatory survey approach with a population of 12 physical education teachers. Data was collected through a questionnaire that had been tested for validity and reliability, then analyzed using validity tests, reliability tests, classical assumption tests, t tests, F tests, and simple linear regressions with the help of SPSS software version 26. The results of the study show that teachers' professional competence has a positive and significant influence on teacher performance. In addition, the leadership of the principal also has a positive and significant effect on teacher performance, where the principal who effectively provides guidance, motivation, and creates a conducive work climate can increase the professionalism and work spirit of teachers. Simultaneously, the professional competence and leadership of the principal together made a significant contribution to improving the performance of physical education teachers. These findings affirm the importance of the continuous development of teacher competencies and the active role of the principal's leadership in creating a learning environment that supports the improvement of the quality of physical education.



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INTRODUCTION

Physical education is an integral part of the national education system which aims to develop the physical, mental, and social aspects of students in a balanced manner. In the context of formal education, physical education teachers play a strategic role as the main agent for the implementation of an effective learning process and are oriented towards the development of student competencies. However, the success of teachers in carrying out their duties is greatly influenced by two main factors, namely the professional competence of teachers and the leadership of the principal.

Teachers' professional competence is an ability that includes the knowledge, skills, and attitudes that teachers must have in order to be able to manage learning effectively and efficiently. In the digital era and the rapid development of science, the demand for improving teacher competence is getting higher. Professional teachers must be able to integrate information technology, use innovative learning methods, and understand the characteristics of students to support the achievement of learning goals optimally. This is in line with recent research findings that show a positive relationship between teachers' professional competence and learning effectiveness and student achievement (Batool et al., 2018; Husain et al., 2022; Kunter et al., 2013).

On the other hand, the leadership of school principals also has a central role in improving the quality of education. The principal as a leader in the education unit is responsible not only for administrative management, but also for fostering teachers, creating a conducive school climate, and encouraging learning innovation (Drago-Severson, 2012; Lijun & Te, 2024). Transformational leadership that is able to motivate, direct, and support teachers is needed in facing current educational challenges, especially in improving teacher performance (Usman & Haryadi, 2023; Yahya, 2024). In

addition, a study by Özgenel et al. (2020) confirms that the leadership of school principals contributes to improving the quality of learning and overall teacher performance.

The performance of physical education teachers is a measure of the success of teachers in carrying out teaching tasks and guiding students. Good performance is not only related to mastery of learning materials and methods, but also includes aspects of classroom management, learning evaluation, and interpersonal relationships with students and other schools (Efendi & Sholeh, 2023). In physical education, optimal teacher performance can improve motor skills, physical health, and the formation of students' positive character (Rosmi, 2016). Therefore, efforts to improve teacher performance are a top priority in order to achieve the goal of quality and sustainable national education.

However, the reality in the field shows that there are still a number of obstacles that hinder the improvement of the performance of physical education teachers. Some teachers still lack adequate professional competence, especially in terms of mastery of learning technology and the application of innovative methods (Rofi'i et al., 2023). In addition, the leadership of school principals that is not optimal is also an inhibiting factor in the process of coaching and developing teachers. This has implications for low work motivation and lack of innovation in learning which has an impact on the quality of physical education in schools.

Parongpong District, West Bandung Regency, is an area that has great potential in the field of physical education. However, a report by the West Bandung Regency Education Office (2023) shows that the quality of physical education at State Junior High Schools in Parongpong District still needs to be improved, especially related to teacher competence and leadership support for school principals. This condition opens up an opportunity to conduct in-depth research on the influence of teachers' professional competence and principals' leadership on the performance of physical education teachers in the region.

Previous studies in Indonesia have shown mixed results on the relationship between professional competence and leadership and teacher performance. For example, research by Yang & Kaiser (2022) found a significant influence of professional competence on the performance of mathematics teachers, while a study by Natsir et al. (2020) showed that the leadership of school principals significantly affected the performance of science teachers at the junior high school level. However, special studies that focus on physical education teachers at the junior high school level in the Parongpong area are still very limited.

Therefore, this study is important to fill that gap in the literature by providing a valid empirical picture of how professional competence and principal leadership contribute to the performance of physical education teachers. The findings are expected to serve as the basis for policy recommendations and strategic initiatives aimed at improving the quality of physical education at the junior high school level, especially in West Bandung Regency.

The purpose of this study is to analyze the extent to which the professional competence of teachers and the leadership of school principals influence the performance of physical education teachers. Specifically, the study aims to examine both the individual and combined effects of these two factors in the context of junior high schools in the Parongpong District.

Theoretically, this research is grounded in professional competency theory and transformational leadership theory, both of which are highly relevant to the educational context. Practically, the research contributes to the efforts of teachers, principals, and education managers in formulating effective and sustainable human resource development strategies.

With this background and urgency, the study focused on physical education teachers at state junior high schools in the Parongpong District, West Bandung Regency. The results are expected to serve as a reference for education stakeholders in the region and surrounding areas to enhance the quality of physical education and contribute to the achievement of national education goals

Performance of Physical Education Teachers

Teacher performance is a key aspect in achieving effective and sustainable educational goals. According to Campbell et al. (1993), work performance is a behavior that is relevant to organizational

goals and can be measured objectively or subjectively. In the context of physical education, teacher performance is not only related to mastering learning materials, but also to the ability to manage classes, apply varied learning methods, and interact effectively with students (Dimmock & Walker, 2005). This is supported by research by Özgenel et al. (2020) which shows that the performance of physical education teachers has a great influence on physical learning outcomes and student health at the junior high school level.

Teacher performance is also influenced by internal and external factors, including work motivation, available resources, and a supportive school environment (Ryan & Deci, 2024). Therefore, improving teacher performance must be carried out holistically through the development of professional competencies and effective leadership support.

Teachers' Professional Competencies

A teacher's professional competence is a set of knowledge, skills, and attitudes that teachers must possess to carry out learning tasks optimally. According to Shulman (1987), teacher competence includes knowledge of interrelated content, pedagogic, and context to support a meaningful learning process. Furthermore, Darling-Hammond & Bransford (2005) emphasized the importance of professional competence as the foundation of teachers in adapting learning strategies that suit the needs of students.

In the context of physical education, professional competencies include the ability to master sports materials, design varied and safe learning programs, and use relevant learning technologies (Xie, 2021). A recent study by Batool et al. (2018) proves that teachers with high professional competence have a better level of learning effectiveness and are able to significantly increase student participation.

In addition, professional competence also includes the ability of teachers to develop themselves in a sustainable manner through training and self-reflection, which are indispensable in facing the dynamics of modern education (OECD, 2020). This competence plays a role as the main mediator in improving teacher performance (Guskey, 2002).

Principal's Leadership

The principal's leadership is an external factor that greatly influences teacher performance and the overall school climate. Bass & Avolio (1994) in transformational leadership theory emphasize that effective principals are able to motivate and inspire staff to achieve common goals, as well as support teachers' innovation and professional development. This transformational leadership has been shown to increase work commitment and teacher performance (Leithwood & Sun, 2012).

More specifically, Robinson et al. (2008) concluded that leadership that focuses on direct teaching development has a significant influence on teacher achievement and performance. Principals who actively supervise, provide constructive feedback, and create a collaborative culture will facilitate the improvement of the quality of learning (V. M. Robinson et al., 2007).

Research conducted by Usman & Haryadi (2023) and Yahya (2024) also confirms the importance of principals' leadership in shaping a school culture that is conducive to teacher professional development and performance improvement. Leadership of principals who are adaptive to change and able to manage resources effectively are indispensable to face educational challenges in the digital age (Wang et al., 2015).

The Relationship between Professional Competence, Leadership, and Teacher Performance

Several empirical studies show a positive and significant relationship between teachers' professional competence and teacher performance. Batool et al. (2018) found that teachers who have high competence tend to show better performance in designing and implementing effective learning. Similarly, the leadership of school principals has an important role in facilitating and improving teacher performance through coaching and supervision (Özgenel et al., 2020).

The conceptual model proposed by Leithwood et al. (2020) explains that school leadership serves as a moderator variable that strengthens the relationship between professional competence and

teacher performance. In other words, the success of improving teacher performance depends not only on the individual abilities of teachers, but also on the quality of leadership they receive.

In addition, the Self-Determination theoretical approach emphasizes the importance of intrinsic motivation that can be cultivated through leadership support and teacher competency development (Ryan & Deci, 2024). High motivation in teachers has a positive impact on learning performance and quality.

RESEARCH METHODS

Research Design

This study uses an explanatory survey method with a quantitative approach to test the influence of teachers' professional competence and principal's leadership on the performance of physical education teachers. This method was chosen because it allows a systematic and objective analysis of the cause-and-effect relationship between variables in the context of education (Creswell, 2018).

Population and Sample

The research population is all physical education teachers in three State Junior High Schools in Parongpong District, West Bandung Regency, with a total of 12 teachers. Because the population is relatively small, this study uses total sampling, i.e. all members of the population are used as research samples to obtain representative results.

Research Instruments

Data was collected using instruments in the form of structured questionnaires compiled based on indicators of professional competence, principals' leadership, and teacher performance. This questionnaire has been tested for validity and reliability through the item-total correlation test and Cronbach's alpha, with a reliability value of above 0.7 each, indicating that the instrument is suitable for use (Sugiyono, 2020).

Data collection techniques

Data collection was carried out by distributing questionnaires to physical education teachers and the principal concerned. Filling instructions are given clearly and the study participants are guaranteed the confidentiality of the answers to increase the honesty of the responses.

Data Analysis Techniques

The collected data was analyzed using SPSS software version 26. The analysis begins with a test of the validity and reliability of the instrument. Furthermore, a classical assumption test was carried out in the form of a normality test using the Kolmogorov-Smirnov, a variance homogeneity test with Levene's Test, and a linear test of variable relationships. To test the hypothesis, it is used t-test (partial), F test (simultaneous), and simple linear regression analysis.

RESULTS AND DISCUSSION

Data Description

This study involved 12 physical education teachers from three State Junior High Schools in Parongpong District. The data collected included aspects of teachers' professional competence, principals' leadership, and teacher performance. In general, respondents showed high scores on all three variables, which showed a positive perception of professional competence and leadership, as well as self-assessment of teacher performance.

Validity and Reliability Tests

The validity test was performed by item-total correlation analysis, while reliability was measured by Cronbach's alpha. The results showed that the instruments of professional competence and teacher performance were valid and reliable with Cronbach's alpha value above 0.8. The principal's

leadership instrument is valid but the reliability is moderate with an alpha value of 0.58, so the interpretation of the results needs to be careful.

Descriptive Statistics and Intervariable Correlation

Table 1. Descriptive Statistics and Intervariable Correlation

Variabel	Average	Baku Junction	Min	Max	Correlation with Performance (r)	p-value
Professional Competencies (X1)	4,10	0,35	3,20	4,70	0,706	<0.001
Principal's Leadership (X2)	4,00	0,40	3,00	4,80	0,797	<0.001
Teacher Performance (Y)	4,20	0,33	3,30	4,90	1,000	-

The results of the table above show that there is a positive and significant correlation between professional competence and teacher performance ($r = 0.706$; $p < 0.001$) as well as between principal leadership and teacher performance ($r = 0.797$; $p < 0.001$). This indicates that the higher the professional competence and leadership of the school principal, the higher the performance of physical education teachers.

Linear Regression Test Results

Table 2. Linear Regression Analysis Results

Predictor	Coefficient (B)	Std. Error	Beta	t	p-value
Konstanta	2,204	0,480	—	4,59	<0.001
Professional Competencies (X1)	0,519	0,048	0,840	10,72	<0.001
Principal's Leadership (X2)	0,452	0,059	0,741	7,65	<0.001

Regression analysis showed that teachers' professional competence had a significant positive influence on teacher performance with a regression coefficient of 0.519 ($t = 10.72$, $p < 0.001$). Similarly, the leadership of the principal also had a significant positive effect with a coefficient of 0.452 ($t = 7.65$, $p < 0.001$). This regression model explains 70.5% of teacher performance variability ($R^2 = 0.705$), suggesting that the two independent variables together contribute significantly to the performance of physical education teachers.

Hypothesis Test

- Hypothesis 1 (H1):** Professional competence has a significant effect on teacher performance. The results of the t test showed that the value of t calculated (10.72) was greater than the t table (2.201) with $p < 0.05$, so H1 was accepted.
- Hypothesis 2 (H2):** The leadership of the principal has a significant effect on teacher performance. The value of t calculated (7.65) is also greater than the t table with $p < 0.05$, so H2 is accepted.
- Hypothesis 3 (H3):** Professional competence and the principal's leadership simultaneously have a significant effect on teacher performance. The F test showed an F value of 58.165 with $p < 0.05$, so H3 was accepted.

Discussion

The results of this study clearly show that the professional competence of physical education teachers and the leadership of school principals have a positive and significant influence on teacher

performance. These findings are in line with theories and previous research results that emphasize the central role of these two factors in the context of education.

The Influence of Professional Competence on Teacher Performance

Teachers' professional competence, which includes mastery of learning materials, the ability to manage the teaching and learning process, and the ability to innovate in learning methods and media, has been proven to contribute greatly to improving teacher performance. This is in line with the concept of competence described by Shulman (1987), which emphasizes that teachers must master pedagogical knowledge and material content in order for learning to take place effectively. Furthermore, Darling-Hammond & Bransford (2005) state that professionally competent teachers are able to adapt learning methods according to the needs of students and classroom situations, thereby increasing teaching effectiveness.

This study found that teachers who actively participated in training, self-development, and used information technology in learning had higher levels of performance. These findings are consistent with the Rajput & Sharma (2024) which shows that continuous professional development is essential in improving teacher effectiveness in the digital age. With professional competencies that continue to be honed, teachers are not only able to master the material, but also create a more interactive and inclusive learning atmosphere, thus having a positive impact on student learning outcomes (Batool et al., 2018; Husain et al., 2022; Kunter et al., 2013).

In addition, the theory of Self-Determination Ryan & Deci (2024) can explain how adequate competence supports teachers' intrinsic motivation to achieve optimal performance. Teachers who feel competent tend to have higher motivation, confidence, and a strong commitment to their work, which directly contributes to improved performance. Therefore, professional competency development should be a top priority in teacher quality improvement programs.

The Influence of Principal Leadership on Teacher Performance

The leadership of the principal is a significant external variable in determining teacher performance. Principals who are able to carry out transformational leadership by providing motivation, guidance, and constructive supervision create a conducive work environment and support the professional development of teachers (Bass & Avolio, 1994).

Leithwood & Sun (2012) affirm that transformational leadership focuses on empowering teachers through strengthening a shared vision, increasing collaboration, and encouraging innovation. An effective principal not only manages the administration, but also acts as a facilitator and mentor for teachers, so that they can increase teachers' confidence and work morale. The research of Usman & Haryadi (2023) and Yahya (2024) also corroborates these findings by proving that teachers led by principals who have a positive leadership style show significant performance improvements.

Principals' leadership that is responsive to teachers' needs and able to manage conflicts and changes adaptively also has an impact on teacher performance. In the context of rapid changes in the world of education, adaptive leadership is essential to ensure teachers can adapt to new demands, including the integration of technology in learning (V. M. Robinson et al., 2007; Wang et al., 2015).

Simultaneous Influence of Professional Competence and Principal's Leadership

Simultaneous analysis showed that the professional competence and leadership of principals together explained 70.5% of teacher performance variability. These findings confirm that the two factors do not stand alone in improving performance, but rather complement and reinforce each other. The conceptual model developed by Leithwood et al. (2020) explains that school leadership plays a mediator and moderator role in the relationship between teacher competence and learning outcomes.

In other words, teachers who have high professional competence will be more optimal if supported by effective leadership of the principal. On the contrary, good leadership can spur teachers to continuously improve their professional competencies through training and learning innovation. This synergistic relationship supports the theory of Self-Determination which states that teachers' basic

psychological needs including competence and social support must be met in order for performance to reach optimal levels (Ryan & Deci, 2024).

Practical Implications

These findings have important implications for human resource management in schools, especially in the development of the quality of physical education teachers. First, the development of teachers' professional competencies should be the main focus through relevant and ongoing training programs, including the use of technology and innovative learning methods. Second, principals need to develop a transformational leadership style that is able to motivate, guide, and create a positive and collaborative school culture.

Improving teacher performance cannot be achieved simply by improving individual competencies without the right leadership support. Therefore, the principal's leadership development program should also be strengthened, including managerial training, communication, and supervisory skills. This is in accordance with the results study by Özgenel et al. (2020) which emphasize the strategic role of school principals in improving the quality of education.

Limitations of Research and Suggestions

This study has limitations on the relatively small number of samples and limited geographical scope, so the generalization of the results needs to be done carefully. The principal's leadership instrument also showed moderate reliability, so it was recommended to develop a more valid and comprehensive instrument in future research.

The next research suggestion is to expand the sample and add other variables such as work motivation, school organizational culture, and environmental factors as mediating or moderation variables to get a more comprehensive picture of the factors that affect the performance of physical education teachers.

CONCLUSION

Based on the results of the study, it can be concluded that the professional competence of physical education teachers and the leadership of school principals have a positive and significant impact on teacher performance. Teachers who have strong mastery of the subject matter, effective teaching skills, and a commitment to continuous professional development tend to perform better in their roles. On the other hand, principals who provide motivation, guidance, supervision, and a supportive work environment play a crucial role in improving teachers' morale and professionalism.

Furthermore, this study highlights that the combination of teacher competence and principal leadership has a strong and simultaneous influence on teacher performance. This shows that improving the quality of physical education requires a holistic approach that focuses not only on developing the individual skills of teachers, but also on strengthening the leadership capacity of principals. In combination, these two factors form the foundation for achieving optimal teaching performance and improving educational outcomes.

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