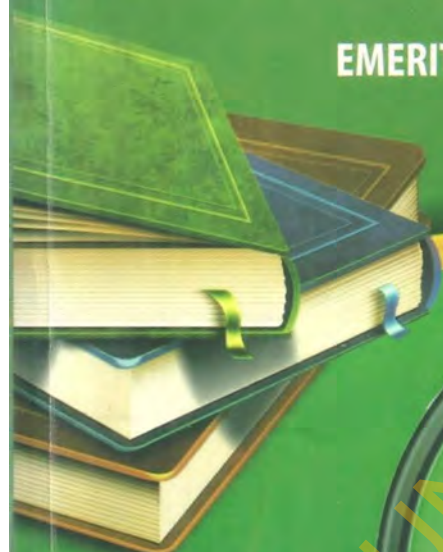


# ANALYZING EDUCATIONAL ISSUES

*In honour of*  
EMERITUS PROFESSOR PAI OBANYA



Analyzing Educational Issues

*Edited by*  
**A.O.U. ONUKA**

**ANALYSING EDUCATIONAL ISSUES:**

*Essays in Honour of  
Emeritus Professor Pai Obanya*

*Edited by*

*O. A. U. Onuka*

**ANALYSING EDUCATIONAL ISSUES:**  
*Essays in Honour of Emeritus Professor Pai Obanya*

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**PROFESSOR PAI OBANYA**

## **DEDICATION**

The Book is dedicated to Almighty God; Father, Son and Holy Spirit and to the Obanya mentees.

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## PROFILE OF PROF. PAI OBANYA

Pai Obanya is currently **Chairman of Council** of the West African Examinations Council (WAEC). He sits on **the Committee of Experts of Education International (EI)**. He is **Technical Adviser to the Reform Implementation Committee** of the Federal Ministry of Education in **Nigeria**, after recently serving as **Chairman of the Presidential Task Team on Education**.

Born some 74 years ago, **Pai Obanya was educated** at the University of Ibadan, where he obtained the **B.Ed. (Bachelor of Education)** degree in Education/French with first class honours, **plus a distinction in practice teaching** in June 1968. He followed up with a **PhD in language education of the same University** in June 1973. He also holds the **Diplôme Supérieur d'Etudes Françaises** of the University of Abidjan (Cote d'Ivoire): 1967.

Appointed to the academic staff of his **alma mater in the Institute of Education** as Research Fellow in August 1971, he **rose rapidly through the ranks** to the grade of full Professor by October 1979. He was **Director of the Institute of Education** of that same University from 1980 to 1983, and (while on sabbatical leave from Ibadan in 1984-1985), served as **Foundation Dean of Education in Lagos State University (LASU)**. During his years in academics, Prof. Obanya produced 11 PhDs, seven of whom became professors of Education in record time.

At the international level, Prof. Obanya was for a decade (1976-1986) **Secretary of the African Curriculum Organisation (ACO)** during which period he coordinated capacity building initiatives for national curriculum development centres in 22 African countries. He was **Programme Coordinator for Education** with the World Confederation of Organisations of the Teaching Profession (WCOTP), based in Morges-Switzerland from 1986 to 1988. He joined the **UNESCO Secretariat** in August 1988 and served as **Deputy Director (1988-91) and later - Director (1991-1999)** of the **Regional Office for Education in Africa (UNESCO/BREDA)** in Dakar-Senegal. He retired from UNESCO in December 1999 with the grade of **Assistant Director-General (ADG) 'for services rendered to the Organisation'**.

His first post-retirement national assignment was setting up the structures for the effective take-off of Nigeria's **UBE (Universal Basic Education)** programme - a

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project he had earlier helped to conceptualise –from January 2000 to April 2001. Prof. Obanya has been spending his years of 'very active retirement' (since he says, 'you do not retire from Education') rendering advisory, consultancy, research and training services to international development cooperation agencies, national governments, non-governmental organisations, tertiary institutions, and the private sector.

A die-hard academic, known as *the Grand Sage of Education in Africa*, Pai Obanya has authored some 265 publications on different aspects of Education. He is a well-sought-after keynote speaker on Education world-wide. His contribution to educational development has earned him a good number of honours, accolades and awards:

- ❖ the most widely published author on Education in Africa
- ❖ Fellow of the Nigerian Association of Teachers of Technology
- ❖ Fellow of Curriculum Organisation of Nigeria
- ❖ Fellow of the Nigerian Academy of Education
- ❖ Fellow of the Nigerian Institute of Management
- ❖ *Commandeur de l'Ordre National du Lion of the Republic of Senegal*, etc.
- ❖ Most outstanding mentor of educational researchers in Africa.

Prof. Obanya is happily married and blessed well-established children along with up-and-coming grandchildren.



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## FOREWORD

This book in honour of our academic father, grandfather and great grandfather of many, an educationist, education researcher and strategist on the continent of Africa is a welcome development, given the status of the man 'PAI' Obanya, an international educator and education strategist par excellence. It is fit and proper that this man of international honour be also honoured in and by his 'home' constituency-Africa. The book titled: *ANALYSING EDUCATIONAL ISSUES (A Book in honour of Prof. Pai Obanya)* cannot be more than now, when honours have come to him from far and wide. It is for this reason that I want to commend the initiative and efforts of my good friend, Adams Onuka, in putting together this, befitting for others to contribute to the pool of existing knowledge in the education industry, which the man, Pai 'thinks, talks and drinks'. It will provide an enduring forum for educationists from all over the globe to think, talk and drink education with our revered academic father and mentor. In fact, considering the expanse of his mentorship endeavour all over Africa, one wonders why it is only one volume that is being presented now. I am imploring the editor to begin to think of volume 11 to be presented by the grace of the Almighty God when Pai will be 80 years old when he will possibly look much younger than he looks and more active in educationeering that he currently does. The level of response displayed by contributors to this book shows the very stuff Professor Pius Augustine Ike OBANYA is made of.

I learnt that very recently a book that was bilingually written in his honour was presented to the world in a very simple manner. It was said to be a must read. And my perusal of this volume and the calibre of authors who made contributions to the book clearly testify to the person of Pai Obanya. I am not surprised that there are contributors to the book from across the globe to honour a global person who though very versatile in the field of education, believes that education should not be only looked at from the global point of view, but that the local context and content must not be ignored. Hence, he manufactured the term 'glocalisation'. The editor held this concept in view when he reached out to many across the universe for contributions of chapters in book honour of this peculiarly great man of our time.

The book is very rich in the field of education as it covers almost every thinkable aspect of education and particularly from the African perspectives, whether in diaspora or at home. This is testified to by the fact all contributors are of African descent be they in diaspora or at home. The book also depicts the stuff with which the African region is made: great education intellectuals and researchers of repute. Of particular interest is the fact the wife and the biological children of this great and well-travelled African who delights himself in 'educationeering', make personal contributions of tribute in writing and chapters to this book for the first time, though



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this is not the first time a book had been written in his honour. I understand quite a number had been so written to his honour. The feature of chapters by his children and a grandchild makes this collection very unique.

As I pointed out, the content of the book imbibes the spirit of 'globalisation': a concept pioneered and popularized by the man 'PAI'. These include his own article on internationalization of higher education and research in Africa: responding to opportunities and challenges; topics in the financial and business world, educational policy analysis, evaluation, development, curriculum issues, educational technology, history, examination issues, Arabic and Islamic studies, reintellectualisation ...pathway, early childhood education, learning and training, millennium development goals, adult education, distance, and several other aspects of education. It is in respects of the versatility of both the honouree and the contributions to the book by persons of varied experiences and expertise in the bedrock of development, which education is that I commend this master piece on education to all and sundry for possession. I use this forum to appreciate our indifagitable chairman of council, Professor PAI Obanya. I wish you, happy birthday Sir, on behalf of management and staff of the council. Shalom.

**Dr. Iyi J. Uwadiae**

*Registrar,*

*The West African Examinations Council*

*Accra, Ghana*

*12 May, 2014.*



## PREFACE

This book was inspired by the award given by UNESCO in late 2012 to our great mentor as the greatest educational research mentor of that year. One felt that being honoured all over the place by several international and local organisations, we who lay claim to being close to him or who have one way or another benefitted from him directly or indirectly should in our own small way give him a befitting honour. When I decided to put a call for chapters in a book in 'Professor of professors', PAI Obanya out, I envisaged an avalanche of what I may not be able to handle and I prayed that only serious minded people should put up papers for publication in the book and God answered my prayer. I got what I would be able to manage and came out with quality book in honour of a quality mentor. We all agree that he is an educationist par excellence and education researcher of international repute as well as a great mentor of educationists and education researchers to which many of the contributors could lay claim to. The mentorship value of Pai could be seen in its manifestation in his mentees like Professor Samuel Olusegun Ayodele and Professor Charles Onocha with whom I have had personal experience of the tips of the iceberg of mentorship deposited in them by Professor Obanya. Professor Onocha, it was who voluntarily took me to the Post Graduate section of Kenneth Dike Library, University of Ibadan to start my journey into academic research and who perhaps by his voluntary act of kindness deposited the spirit of mentorship in me to which some persons do now claim that I possess. For Professor Ayodele, the first direct Ph. D product of Professor PAI Obanya, apart from bringing me on board the ship of the Institute of Education, taught me and some of my colleagues the rudiments of proposal writing. When we approached him to lead us in proposal writing in 2006, what he did was to ask us to give him three topics and by the following day he came up with three different proposals one each for each of those topics in the 'Obanya koboko' spirit. I followed that example for a competitive research grant, which I won and the other colleague who took mine to guide his also won one. Baba, himself, did show me his 'koboko' spirit when I sent a proposal to him around 11 pm and by 6am the following day, he had read and returned it to my mail. Should such a man not deserve one's honour. This book titled: *ANALYSING EDUCATIONAL ISSUES (in honour of Prof. Pai Obanya)* covers virtually all aspects of education, which the honouree has equally transversed in the course of his 'educationeering' expedition from which he has refused to retire. For him, no retiring from education, even when compulsorily required, you only take your exit from your institution where you may have begun your 'educationeering' journey. The thrill in this book is that unlike the previous books written in his honour, this has featured papers from himself, his children and grandchild as well as a tribute from his wife of nearly fifty years. This is the source of the uniqueness of this humble effort of ours to honour a man destined. for honour

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from birth, even though he did come to this planet with a silver spoon in his hands. People from several parts of the universe have made contributions to the book, another feature of its uniqueness. There are features about education in the United Kingdom, the United States of America, Kenya, Tanzania and, of course, Nigeria, among others on varied topics such as the banking world, the business world, and several areas of education such as curriculum development and innovation, educational assessment and evaluation, educational technology, health education, teacher education, distance education, philosophy of education, revenue diversification, leadership, early childhood education, policy issues, among several others, which makes the book a compendium of education and a must read for lovers of education and its development in order to be positioned for the pivotal developmental role which it has been ordained for. Several scholars across the globe have contributed to this epoch making compendium in the field of educationeering. And as Pai would say: 'Happy educationeering' as you read to share and learn from the experiences of the several authors whose works are contained in it. This is the humble way in which we believe we should contribute to celebrating this our mentor: the great Pai @75. Long live Pai, long live all 'educationeers'.

**Adams O.U.Onuka**

*Editor*

## ACKNOWLEDGEMENTS

The biological family of Emeritus Professor PAI Obanya, my senior and peer colleagues at the Institute of Education and the Faculty of Education, both of the University of Ibadan are all acknowledged for their roles and encouragement to seeing the coming out of this book. I acknowledge my academic and research assistants: Nicholas Oke, Mike B. Bakare, Jnr, Esther Durowaju, Saheed Oyekanmi, Taiwo Onabamiro, Charity Kigho and Victor Onuka for editorial assistance. I am also indebted to Mrs. Moji Omisade who assisted in reading through the manuscripts as well as made technical corrections to some of them. Special mention must be made of Drs JG Adewale, Monica Odinko and Ikmat Junaid for their encouragement. The support of CenSO staff is highly appreciated. I am grateful to God for the beautiful, supportive and loving wife, Oluwayomi, He gave me, who along with our children and grandchildren have given me all the encouragement to carry out this exploits. To my friend, brother and mentor, Fancis Egbokhare I say thanks for always being there for me. I thank all those who contributed to the book, to whom I dare say without you, this book would have just been a pipe dream. To you all I say shalom, God bless you abundantly.



### **PAI and I: A Tribute**

When in September 1964, I checked into Queen Elizabeth II hall as a fresh student. I never knew I would meet someone who would turn out to be the greatest treasure bestowed on me by God.

Matriculation took place about the first week in October and lectures commenced soon after. Naturally students discussed the content of the lecture arguing about what was or was not said, at times discovered that they missed out some points especially if the lecturer was too fast. I had never met Pai before lectures commenced but by divine providence Pai Obanya was in the same set as I and was reading education with English and French; the exact subject I was studying. So we attended same classes.

It did not take long before everybody in our class noticed that he was very intelligent because of the contributions he made to discussions. Somehow he knew my name before he came in as an undergraduate. So when he called my name, I was surprised but already we had got talking about lecturers, university challenges, books and so on. I always wondered at how much knowledge he had acquired.

Pai was and is still one of the most selfless human beings in this whole world. For example, he had studied shorthand before gaining admission to the university, so he took down his notes verbatim. So when we complained of missing some points he would just help us fill in the gaps. Not only would he write out the whole lecture in long hand and give it to me, he said he did not mind if I allowed others to use that note flesh up theirs. Yet he made better grades in his tutorial essays than anyone else. He believed that he would lose nothing by helping others. Till this very moment Pai is still as selfless as I knew him in 1964.

Pai is unassuming. He never liked people to keep telling him how brilliant he was. Humility is a cardinal point of our association. Tell him even today how great an educationist he is or how great his presentation at any public speech or key note address is, he would reply "I am learning" he was the best student in our class but he was unassuming.

Pai has an approach to life and problems that beats my imagination. There was a day both of us wanted to go to town but had no money for taxi. What did Pai do? He said "take your books, lets buy kola nuts with what we have and go to the library. All this will soon be over;" and so we went to read instead of going to town. Today one can look back and thank God.

I knew I had some soft spot for him but I was not sure I loved him then. But one day in 1965, the university workers rioted. Pai was in independence hall far from the main administrative block. My hall - Queen's hall was very close so I could hear workers say they would kill some people from the part of the country, Pai belongs

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to. Instinctively, I ran to independence hall and called out to him to come out. That was my first visit to that hall. I told him to let us get out of the campus immediately that his life might be in danger. He obliged and both of us left the campus to no defined destination. But we were out in town and did not return till the dust settled and workers left. Pai asked me why I thought of saving him and I could not say why. From then I knew he meant much more than a mere friend. He too knew that we were making progress. He had told me earlier he loved me. But now I knew I was falling for him. When our association was getting very intimate and he was proposing to me, I thought how he would react to certain situations that would make most men shudder or withdraw from women.

I asked what he would do if his wife didn't bear him children. He laughed and asked me "who tells you that marriage is only for child-bearing?" he said that the companionship that exists between a man and a woman in love is more fulfilling than mere child-bearing and anyway it is God who gives children." I knew from that moment, my heart accepted him as my life partner. So I jumped at his proposal and we got engaged in September 1966. We got married in January 1968 and praise and glory be to God, we are blessed with two girls and a boy. All three are doing well. All three are married and are blessed with children. Alleluia.

Pai's axiom of "NO PROBLEM" has been the force that has kept us going all these FIFTY YEARS. He is an optimist to the core. To him, "the problem is that there is no problem". He would talk you to make light what you consider grievous. In most cases he would proffer solutions or make you forget about whatever bothers you. Even in trying times, he had strong faith in God and would leave everything to him with "no problem."

The civil war of 1967 to 1970 was very trying. Soon after I graduated in 1967, I took a job at Abeokuta but Pai was based in Ibadan. It took a man with nerves to travel to and fro Ibadan and Abeokuta especially if he belonged to the "wrong" tribe. Soldiers were everywhere mounting road blocks on the road. Many men and women were dragged down from their vehicles and beaten or taken away to unknown destinations simply because they were considered enemies. Pai took the risk to travel this route almost every weekend to visit me. Life was tough. The school where I worked was not paying salaries regularly but Pai believed that God would see us through. God gave him the protection he prayed for. What many people do not understand about Pai is that he is very prayerful. His faith in God is beyond what people see. During the period of war, I could recollect how many times I said "these people would kill us" Pai would say "oh ye of little faith" and I asked God to forgive me for doubting.

In marriage, I can say I am lucky to be married to a man who never loses his temper nor lifts his hand to hit his wife. We have been living happily together all these years because we are content with what we have and we have taught our children same. Alleluia!

**Mrs. Charlotte Obanya.**



## EFFECTIVE LEADERSHIP AND SUPERVISION IN SCHOOL MANAGEMENT PERFORMANCE

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### INTRODUCTION

The school as a system is a social entity meant to achieve specific goals or objectives. To effectively achieve the expected objectives it has to be organised and be effectively managed for optimum performance and service delivery. A school organisation is very important because, it provides a structural framework in which activities are carried out so as to achieve the objectives of the organisation. Schools and education authorities have become increasingly aware of the need to be effective in order to maintain standards. This is partly due to the pressures for accountability brought about by governments at the federal, state and local government levels and the parents. At the same time a realisation of the importance of the issue has grown as school Principals/Head Teachers and members of staff have sought to increase effectiveness for accountability and quality assurance. The success of any organisation such as the school setting depends mainly on effective administration procedures for optimum school management performance. But effective administration depends largely on sound leadership, internal monitoring and evaluation (Junaid, 2010).

**Effectiveness:** This is the extent to which the set goals or objectives of a school programme are accomplished. Such effectiveness can be assessed in relation to performance indicators of access, quality, quantity, equity or equality of educational instructions given in a school. It also demands that schools are to be held accountable for success or failure of their students. The essential factors for schools to be effective focus on the following:



- ◆ Achievement, orientation, high expectations.
- ◆ Educational leadership.
- ◆ Consensus and cohesion among staff.
- ◆ Curriculum quality/opportunity to learn.
- ◆ School climate.
- ◆ Evaluative potentials.
- ◆ Parental involvement.
- ◆ Classroom climate.
- ◆ Time.

**Supervision:** The essence of supervision is the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

**Leadership:** Leadership is the process of influencing the activities of an organised group towards goal setting and real achievements. It is the position or ability to lead a group of people in an organisation for the attainment of an objective. It is also defined as the work a manager or an administrator performs to cause people to take effective action. The school principal or Head teacher is the leader and manager in the school setting and he is involved in five main management activities for a school to be effective. They are:

- Decision-making: arriving at conclusions and judgements.
- Communicating: creating understanding among staff and students.
- Motivating: encouraging and inspiring staff to take the required actions.
- Selecting staff: choosing staff for position in the school.
- Developing staff: helping people to improve their knowledge, attitude and skills.

Effective leadership is essential for the achievement of desired results in school setting. The principal or school head's leadership strengths or weaknesses affect the performance of the entire school. He or she can:

- clarify or confuse objectives, the extent to which the curriculum is oriented to jobs, a criterion for measuring performance.

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- stimulate or inhibit optimum performance.
- encourage or retard the use of his/her subordinates' best abilities, skills and interests.
- provide or withhold incentives for growth and development.
- enhance or undermine job satisfaction and morale

**Efficiency:** This is the extent to which the inputs, (students, teachers and materials) produce the expected output, (graduated students) in a school setting. Increased efficiency means achieving the same or better outputs with fewer or the same inputs. Efficiency is closely related to productivity.

**The Concept of Supervision**

School personnel is one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Policy on Education (NPE) has highlighted in precise terms the objectives of educational supervision, which is: "to ensure quality control through regular inspection and continuous supervision of instructional and other educational services" (FGN, 2004). There are various definitions of educational supervision. There is the need to state some of them in order to bring out what educational supervision means, its nature and purposes in education.

The Good's Dictionary of education (1945) defined educational supervision as "*all efforts of designated school officials towards providing leadership to the teachers and educational workers in the improvement of instruction, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction*".

Some educators perceive supervision as a way of advising, guiding, refreshing, encourage, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision.

Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organisation (Ogunsaju 1983). Supervision is thus a combination and integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process.



It is pertinent to know that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the School head/Principal and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in school. In order to enhance instruction, the roles of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing.

### **The Purposes of School Supervision**

The major concern of school supervision is the enhancement of the quality of instructions in the school. Harris (1963) perceived supervision as *"what school personnel does with adults and things for the purpose of maintaining or changing the operation of school in order to directly influence the attainment of the major instructional goals of school. Supervision has its impact on the learner through other people and things"*.

From the above, the role of supervision will include:

- Deciding the nature and content of the curriculum.
- Selecting the school organisational patterns and materials that will enhance educational growth.
- Improvement of teachers' effectiveness.
- Ensuring that teachers are performing their duties as scheduled.
- Improvement of incompetent teachers.
- Providing a guide for staff development.
- Determining the effectiveness of teachers' classroom management
- Determining the 'tone' of the school.
- Determining special abilities possessed by teachers and
- Deciding who is to be transferred, retained, promoted or disengaged.

### **The Role Expectations of a Supervisor**

Since the whole concept of supervision and inspection is based on democratic achievement of better school goals, the supervisor is expected to be friendly, to be a counsellor, a motivator and an adviser rolled into one. Olele (1995) submitted that for effectiveness and objectivity, the supervisor is expected to perform the following roles:

- a) A friend to the teacher.
- b) A manager,
- c) A counsellor,
- d) A motivator,
- e) A stimulator,
- f) An adviser,
- g) A contributor,



- h) A leader.
- i) An energizer,
- j) A facilitator.
- k) An inspirator,
- l) A colleague or partner in progress,
- m) A resource person, and
- n) A helper.

After the supervision in a school, the supervisor(s) should make sure that the following guidelines are adhered to.

- Hold post-conferences with teachers regularly.
- Bureaucratic expectations must be transformed from rigid rules to flexible realities.
- Decision making must be collaborative.
- Teaching/learning environment must be supportive of innovative.
- Supervisors need to appreciate the critical role of communication. It must be at least two-way.
- Assessment should be regular and feedback provided.
- Understand and utilize both interpersonal and technical skills to ensure supervisory effectiveness.
- The traditional rigid, stern, judgmental supervisory positions should give way to a more challenging environment that creates opportunity to explore.

Hopkins, 2008 in a survey revealed top ten traits of school leaders and presented in order of importance as follows:

- He has a stated vision for the school and a plan to achieve that vision.
- He clearly states goals and expectations for students, staff, and parents.
- He is visible: i.e. he gets out of the office and is seen all over the school.
- He is trustworthy and straight with students and staff.
- He helps to develop leadership skills in other members of staff.
- He develops strong teachers and cultivates good teaching practice.
- He shows that he or she is not in charge alone as he involves others.
- He has a sense of humour.
- He is a role model to students and staff.
- He offers meaningful kindness and kudos to staff and students.

### **Leadership style**

The concept of **leadership style** has been applied to education as a way of examining the behaviour of principals (Weindling and Earley, 1987). In a highly structured organisation such as a school with strong traditions supporting hierarchical authority, leadership is synonymous with official position. The leader

in the secondary school, i.e. the principal, is a member of a group who helps to develop ways of interaction which facilitate achieving common goals. Research has shown that poor leadership may affect levels of employee motivation, reduce productivity or even impact on a school's reputation. Thus, leadership is the process of influencing the activities and behaviour of an individual or a group in an effort towards goal achievements in a given situation. The nature of leadership is largely determined by the followers and that of the society or situation in which the leader is operating. Leadership is simply interpersonal influence exercised through communication and directed towards achieving group goals. Leadership is a status of dominance and prestige acquired by ability to control, initiate, or set the pattern of behaviour for others. Leadership has to do with the initiation, organisation, motivation and direction of the actions of the members of the group.

The administrator/principal is essentially a leader of staff and students of the school. The leadership role of the school administrator is demonstrated in all aspects of the general duties of the school administrator.

#### **Characteristics of Leadership**

- Leaders are expected to exhibit specific qualities which mark them out from other people.
- Leaders are people who have a worthwhile task to do and who have the ability to get others to cooperate with them in doing it.
- They are people with a purpose and a vision of possible accomplishments which gives them the inspiration necessary for real process.
- Leaders are not drifters, going along without seeing where they are going; rather, they must appear confident and act as if it were impossible to fail. Faint leaders cannot win devoted followers. Real leadership requires the leaders to be wholly committed to a single purpose.
- A leader must be friendly too, because friendliness is essential to good leadership.
- A leader can be described as one who knows the way, shows the way and goes the way. Therefore, to be good leader one must learn to be a good follower. (Junaid, 2012)

A school head or principal as a leader and the manager of the school should be able to answer the following questions:

- ✓ how democratic am I, and should I be?
- ✓ how much do I involve my staff in group participation?
- ✓ does this participation provide results or is it just a waste of valuable time?
- ✓ how do I use my authority without arousing resentment?
- ✓ how do I prevent my orders from being distorted by staff?
- ✓ are there some groups of staff who seem to respond differently to my leadership than other groups of the staff and, if so, why?



In order to answer the above mentioned questions, the leadership style of the school head/principal must be examined.

### **Leadership Styles**

Leadership style of the principal as an organisational leader in the school plays an important role in bringing about outstanding scholastic performance. Literature has shown the importance of the role of the principal as a key factor in school effectiveness (Clark, 1989). Principals' leadership has an effect on the school in many ways, such as the school climate (Alageswari, 1980; Rahimah Hj, Ahmad, 1981), its learning situation and level of professionalism among teachers (Mukherjee, 1970), satisfaction among teachers (Thandi, 1972; Noran and Sharifah, 1990), mediating between school and parents (Cohen and Manion, 1981), and school performance (Ogawa, 1985; Eberts and Stone, 1988).

Leadership styles are many and varied. The most acceptable among them are listed and discussed as follows:

1. Autocratic or Authoritarian Leadership Style
2. Free-rein or Laissez-faire Leadership Style
3. Democratic or Participatory Leadership Style
4. Transactional Leadership Style
5. Contingency Leadership Style
6. Transformational Leadership Style

#### **Autocratic or Authoritarian Leadership Style**

This leader “tells” rather than “sells” or “consults”. It is characterized by one-man affair. He does not motivate the subordinates. The head who subscribes to this style of management determines school policy alone and designs duties for staff without consulting them. Directives are issued and must be carried out without questions and in the prescribed manner. Where people are coerced, controlled, directed and threatened, individual initiative may be stifled and self motivation may be discouraged. This style involves very little sense of the leader being accountable to any one; he or she may do very much what they like. In the school setting, it may lead to low morale among staff and students which may, in turn, become the root cause of strike, riots, and staff turnover.

On the other hand, an autocratic style may provide a degree of certainty for those beneath the leader. They may feel safe because they do not have to be involved in solving problems. The autocratic leader usually has great self-confidence, a clear vision of what needs to be done, and the political skills to get things done. Many great figures in world history have been autocrats.



### **Free-rein or Laissez-faire Leadership Style**

The free-rein leader sets the goals and develops guidelines for the subordinates who now act without further direction from the leader. In theory, the head who uses this style of management believes that there should be no rules and regulations since everyone has an 'in-born sense of responsibility'. Such a situation may well exist amongst mature, experienced teachers, but how would it work with new, young teachers fresh from the 'freedom years' of university or college?

This style of management (or may be mismanagement), where the head sits back and allows everyone to do as they please, might lead to anarchy and chaos, which would hardly be conducive to the provision of quality education. But as the laissez-faire (literally let-do) style is opposite to the autocratic style, many of the criticisms of the latter become arguments in favour of the former. Thus individuals have to think for themselves and individual initiative and hard work may be well rewarded. A laissez-faire environment may be more creative and fulfilling for those involved.

### **Democratic or Participatory Leadership Style**

In this style, employees and executives take decision together. The executives let the subordinates know that they are accountable and thus, have the right to make the final decision. The involvement of the staff in decision-making process helps to obtain good information and ideas. Decisions are arrived at after consultation with the staff, and even with the students. A democratic style allows freedom of thought and action within the frame of the mission and objectives of the school. Available skills and talents can be used optimally through delegation and a sense of belonging, as well as promoting creativity and a higher degree of staff morale.

This style is based on the belief that where people are committed to the services of ideas which they have helped frame, they will exercise self-control, self-direction and be motivated. All these ideas will promote job interest and encourage both staff and students to set their own targets and find the best way of achieving them. But democratic may not always work very well, when, for example, in a large school where there are many departments, and a large number of teaching staff, it may be extremely difficult to reach a consensus. You might also like to consider how a democratic style differs from a laissez-faire style, and why clear leadership is still essential.

### **Contingency Leadership Style:**

One important function of the head is to communicate effectively to the staff the philosophy and objectives of the school and thus to gain their commitment to them. The head needs to realise that effectiveness in management style is where the head 'rides the waves', or deals with each problems as it arises. A useful contingency approach is that of the Path-Goal Model, which states that an effective manager clarifies the means or paths by which subordinates can achieve both a high

performance and job satisfaction. The motivation may be an appropriate reward and a focusing on the paths or behaviours which can lead to successful job completion. This suggests that if some of the hurdles and barriers to motivation can be removed, a better performance by subordinates will result.

Whatever approach is adopted will depend on individual employee characteristics (for example, the objective and targets required). The leader that uses this approach is more of a diplomatic leader as he is interested in working with people when solving a problem. He “sells” rather than “tell”. He motivates and gains cooperation of his staff. In more simple terms, this style suggests that because we know that heads and teachers will be faced by problems and issues every day, what we need to plan is how best to equip them to be able to handles these issues confidently and with a minimum of stress.

#### **Transactional Leadership Style:**

It has been argued that transactional style may be the most effective style since it seeks a compromise between stressing organisational demands or goal and individual needs. The head who subscribes to this style appreciates the need to achieve organisational goals while at the same time ensuring that the individual needs of staff members are not ignored. Although the head sticks to the rules and procedures, he or she also aims at achieving objectives without upsetting people too much in terms of their needs. He is more like a bureaucratic leader who sticks to fixed rules; a hierarchy of authority and narrow, rigid, formal routine. He “tells”.

It may sound as though achieving this balance between the needs of the organisation and those of individual is quite simple. In fact, heads have to make decisions like this many times every day. For example, should teacher A be allowed time off in order to chase up a personnel matter with the registry? Should the money raised by the Parents Teachers Association (PTA) be used to purchase more textbooks or to renovate the place where food snacks are sold? Only by analysing many decisions like this will you be able to see whether he or she inclines more towards the needs of the organisation or the individuals, or achieves a true balance between them.

#### **Transformational Leadership Style**

This type of leadership style enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization. The leader here is a role model for followers, inspires them and makes them interested. He challenges followers to take greater ownership for their work. He understands the strengths and weaknesses of followers as he aligns followers with tasks that enhance their performance. This style is the most current and widely accepted and used by many school leaders and managers of organisations.



This concept transforming leadership was first introduced by **James MacGregor Burns in 1978** in his descriptive research on political leaders, but the term is now being used in organisational psychology (Bass & Riggio, 2006). According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviours. He established two concepts: "transforming leadership" and "transactional leadership".

According to Burns, the transforming approach creates significant change in the life of people and organisations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organisation and/or community. Burns theorized that transforming and transactional leadership are mutually exclusive styles.

**Bernard M. Bass (1985)** extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational is measured first, in terms of his influence on the followers.

The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration.

In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership. A number of meta-analyses have shown that transformational and transactional leadership positively predicts a wide variety of performance outcomes including individual, group and organisational level variables.



The full range of leadership styles introduces four elements of transformational leadership as follows:

**1. Individualized Consideration**

This is the degree to which the leader attends to each follower's/staff's needs, acts as a **mentor** or coach to the follower/staff and listens to his concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before his followers/staff. This also encompasses the need for respect and celebrates the individual contribution that each follower/staff can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.

**2. Intellectual Stimulation**

This is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage **creativity** in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

**3. Inspirational Motivation**

This is the degree to which the leader articulates a vision that is appealing and inspiring to followers/members of staff. Leaders with inspirational **motivation** challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks they are encouraged and optimistic about the future and believe in their abilities.

**4. Idealized Influence**

This provides a role model for high ethical behaviour, instils pride, gains respect and trust.

As a development tool, transformational leadership has spread already in all sectors of western societies, including governmental organisations and the school system is not left out. Yukl (1994) draws some tips for transformational leadership as follows:

- ✓ The leader develops a challenging and attractive vision, together with the employees/staff (teaching and non-teaching staff).
- ✓ He ties the vision to a strategy for its achievement.
- ✓ He develops the vision, specify and translate it to actions.
- ✓ He expresses confidence, decisiveness and optimism about the vision and its implementation.

- ✓ He realises the vision through small planned steps and small successes in the path for its full implementation.

### **The Indicators for measuring Quality Assurance in Schools for effective School Management**

The basis for quality assurance in educational setting can be summarised as follows:

- ◆ Quality of teaching staff.
- ◆ Environment of Instruction
- ◆ Content of instruction
- ◆ Guidance Counselling services for learners/students
- ◆ Culture of quality
- ◆ Quality of instructions
- ◆ Instructional materials/improvisation
- ◆ Management by processes and facts.
- ◆ The School Principal /Leadership Style.

### **Monitoring and Evaluation as Tools for measuring Schools Effectiveness and Quality Assurance**

Evaluation is a necessary tool in monitoring school effectiveness. Many school heads do not utilize evaluation as much as they should do. They merely examine students for examination purposes but ignore, for example, the reports of school inspectors. They see examinations as evaluation and consider the exam results as the end of the process. Evaluation involves reviewing the whole school process to find out why certain things have happened or what should be done to improve poor performance. School heads need to be aware that they are accountable not just to the government/proprietors but to students and parents, as well as the community which is served by the school.

### **Conclusion**

Quality of the teaching and management force are two great assets that a school and indeed a country should have if economic and technological advancement are to be attained. School education development is critical for national development and teachers remain at the centre of it all. Teacher activities are varied and conflicting, requiring continuous checks and balances for increased and instrumental contributions. The teacher needs proactive rather than 'damaged control' supervision since he holds the key to educational development without which intentions to achieve school objectives and goals and, indeed, determination of



school health, would be a mirage. There are obvious purposes, rationale and vision for which supervision must now focus on the school teacher but there are also numerous challenges, especially in the 21<sup>st</sup> century. Yet, it should be reiterated that a school that does not administer regular and continuous inspection and supervision of its teachers is bound to decay, lose its meaning and orientation and stand the risk of the system failure. Unless this aspect of school administration is genuinely fulfilled, there may continue to be illnesses that could endanger the health of the school system and hence its penchant for development, particularly, in a developing country like Nigeria. Hence, there is the need to have proactive leaders with good leadership skills in the school system who can manage both personnel and materials effectively for optimum performance.

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