

RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP QUALITIES AND SECONDARY TEACHER ACADEMIC MOTIVATION

Zainullah Khan*, Dr. Gulap Shahzada**, Dr. Habib Nawaz***

ABSTRACT

A study of principals' leadership qualities and their relationship with teachers' motivation was carried out. The objectives of the study were: To find out the perception of teachers about the principals' leadership qualities at secondary school level, to investigate the motivational level of teachers, to measure the relationship between Principals' leadership qualities and teachers' motivation at secondary level. All the 900 secondary school teachers working in 69 schools of district Bannu were the population of the study. 312 secondary school teachers were selected randomly as a sample of study. Mean and SD deviation were used as descriptive statistics and Pearson Coefficient Correlation was used as inferential statistic for data analysis. Findings of the study revealed that teachers perceived that their principals have good decision making, power, their principals have not good interpersonal skills, their principals have good control of school, teachers believed that they have good teaching methodology; teachers perceived that their classroom management is of good, teachers considered that their mastery of the subject is good. There is significant positive correlation between principals' leadership qualities and teacher academics motivation.

Keywords: Leadership, Secondary School, Academic Motivation, Qualities

*M.Phil Scholar, Email: zainbazida@gmail.com

**Assistant Professor, Email: gulap_786@yahoo.com

***Assistant Professor, Email: habibnawazbnu@gmail.com

University of Science & Technology Bannu, Khyber Pakhtunkhwa, Pakistan

INTRODUCTION

Every leader has certain performance which is important for leadership as oxygen is essential for human beings. School principal is also a leader whose duty is to run a school in a better way in order to achieve the school goal. Principal is the essential component of the overall teaching learning environment in the school. Different stake holders like teachers, students, society and researchers have a close eye on the principals' role. In past the word leadership was commonly used side by side with other words like management, supervision and administration, but today the role of leadership has been redefined. School leadership more focus on teachers' teaching learning process and motivation as we have seen that successful schools depends upon the effective school leaders.

Buildings and equipment are needed in the educational enterprise but persons are central to them. It is no exaggeration that a huge building, expensive equipment and well-planned curriculum will serve some useful purpose only when there are personnel who are fully aware of the mobility of the profession and its associated responsibilities; Moreover, the role of the leader is vital in the success of any organization. The person, who assumes this role in the context of school and carry out several functions, is the school principal.

Motivation is the job leaning activities of person's performance to be assessed by some criteria. Motivation is an important factor related to ones' struggle for achieving school goal. Motivation and task difficulty both are directly proportional to each other. Individuals with high need for achievement choose difficult and challenging job although, it may be difficult but attainable; if they fail to get it they don't dishearten they will still try their best to achieve the goal. And individuals with low desire for achievement select mostly easy tasks

for lowering the probability of failure, although it would be difficult but not out of reach.

Motivation has a key role to play in accomplishing school performance. To stimulate the workforce to achieve their goals and to perform their duties in a good way, some individuals prefer difficult and challenging job for fulfilling their needs either they fail to achieve the goal.

Leadership

Leadership has been defined on the basis of behavior, influence and traits over other people occupying an executive position, communication patterns and authenticity of authority and role relationships as supposed by others (Yukl, 1989). According to Levin (2008) leadership is not the trait of persons, but relatively a group practice related to the communication of team members. According to Hothouse (2007) the definition of leadership has four basic components: leadership occurs in a group context; leadership involves goal achievement; leadership is a process; leadership involves influence. The familiar statement in these definitions is that leadership is an observable fact embodied in the contact between two or more people.

Defining leadership is complicated as it involves a large number of individuals' interaction, which occurs in various sorts of organizations and environments (Fitzgerald & Schulte, 2010). For many years the meaning and concept of leadership has been the topic of debate among Scholars, thinkers and policy makers. Simple concepts are easily defined but complex concepts such as leadership has been defined more loosely. Foo and Ho (2012) stated that there are many definition of leadership, but no one definition has become widespread that is why the notion of leadership is so subjective and illogical.

Leadership theory has many types: trait, behavioral, sociological and cognitive (Jacobs, 2010). It also has other applications: Distributed Leadership (Harris, 2012) and Transformational Leadership (Fitzgerald Schutte, 2010). According to Burns (2011) who characterized these leadership styles in relation to business, see leadership as either a focal point on change or a focus on administration. While different models have served educational leaders for several decades, now new wide-ranging models have been formed that promises to offer a hopeful and optimistic structure to lead today's leaders during difficult times. Discovering the most useful approach to attain the goals of leaders has been the focus of researchers for several years. Fullan (2009) proposed that the institutional advancement should be an organizational goal and the principal key toward the movement of that goal.

Leadership Theories

Over the last decades the leadership pattern has been changed; now conventional leadership has been transmitted to the new perspectives. Classification transformational and charismatic leadership theories under the new leadership prospect while behavioral and situational or contingency theories under the traditional leadership view. The focal point of all the leadership theories is to establish institutional success (Schermerhorn et al., 2000; Hoy & Miskel 2001). The discussion on each theory is given below.

Path-Goal Theory

The path-goal leadership theory motivates staff by clearing the mode for their success. Path-Goal Leadership deals with the communication between principal and their staff and is intended to develop followers' satisfaction and performance and suggests that leaders co-operates with staff by excluding barriers or serving them about the barriers as a way of enhancing overall

satisfaction. Subordinates also are benefited in some manner when their goal has been achieved. The leaders support their followers, by giving them the required funds and providing them with chances for success. This theory is based on several hypotheses, including role ambiguity, expectancy level and effort level for their benefit (House, 1971).

Path-goal theory components include manager activities, subordinate personality, job individuality and stimulus. The performance section of leadership has been additionally divided into four diverse leadership styles: participative, encouraging, instructive, supportive and attainment oriented. A supportive leadership style involves being friendly and accessible as a leader and guiding from a humanistic point of view. The directive leadership style describes a leader who gives instructions to their followers about their job including opportunity, how it should be made, and a completion time line. The achievement-oriented leadership style argues a leader who compels subordinates to act at the chief possible level, setting the idea of not less than brilliance. Leaders may display all or some leadership characteristics, depending on the circumstances (House & Mitchell, 1974).

Situational leadership theory

Fiedler (1967) began to develop situational leadership theory, and he was the first to establish how variables co-relate with leader behavior and personality. His theory was called "Contingency Theory of Leader efficiency." This model is used to decide if a person's leadership is relationship or task oriented and if the circumstances matches the leader's style to enhance performance. The more control the leader has over the followers, the more encouraging the condition is for the leader. A criticism of this view that the leader should not change their style, rather the environment should be changed (Lussier & Achua, 2007).

Great man and trait theories

The great man theory is based on the view that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroes. It is based on the principle that leaders are perfect and leadership is implanted in the ability of their precision. Leadership is outstanding by their subordinates on the basis of the distinctive traits that others individual do not have. As an outcome, subordinates do not suspect their leaders' opinion.

Trait theories are based on great man theories. For the understanding of leadership theory, in Trait leadership approach, leadership perceives as the foundation of organizational performance and success. Both trait and the great man theories, have the same view point which argues that great leaders are born with outstanding characteristics that make them distinct from other persons. Leaders are comparatively genius, innovative, aggressive, accountable, friendly, heavier and taller than a common person. Though, this variety in behavior might not suggest a way out to the research work, since statistically in significant record was found. In his research work Stogdil and Ralph (1990) evaluate many research reports on leadership, based on the statement that great leaders are born not made. Thus, both of them reported that due to the combination of certain qualities an individual does not become leader since in different situation the behavior is differ. Thus, the difference in the circumstances should be measured before ascribing importance to an individual as a leader (Sash kin, 2003).

The stress on quality investigation was later on focused on judgment between leader's usefulness and leadership traits rather than assessment among on leaders and leaders. Apart from this different researchers accomplished that containing some qualities might be added to the leadership efficacy (Hoy & Miskel, 2001). However, there is no list of behaviors that are responsible for the

accomplishment of leadership, various character have been recently acknowledged to add the success leadership as it identified the capacity of both grade and traits. There are certain traits that are presently associated with successful leadership: they are emotional maturity and integrity, self-confidence and stress patience. According to Cooper's (2003) acquaintance as a human resource manager identified the authenticity that leader's behavior manipulate their leadership. The particular styles assume by the administrator influence their teachers that trait theory should not be deserted. It is also stated that a leader who is not competent, open-minded, confident and reliable might not be capable to lead effectively. A principal should struggle to set high goals for himself and for his staff in order to improve the school academic performance.

Research Problem

As leaders change the direction of a nation by giving confidence and hope to the masses, in this way school leadership and teacher motivation both play an important role in teacher teaching learning process. The researcher investigated "The Principals' leadership qualities and their relationship with teachers' academic motivation at public secondary school level in district Bannu.

Objectives of the Study

- i. To find out the perception of teachers about principals' leadership qualities at government secondary school level in Bannu.
- ii. To investigate the motivational level of teachers at government secondary school level.
- iii. To measure the relationship between principals' leadership qualities and secondary school teachers' academic motivation level.

Research Questions

- i. How do teachers perceive principals' leadership qualities in the school?
- ii. What is the academic motivation level of teachers at secondary school level?
- iii. What is the relationship between principal's leadership qualities and academic motivation level of teachers at secondary level?

Significance of the Study

This study may be important for schools as the school principal role will be explored in respect to teachers' motivation which enhances the teacher thirst for increasing performance regarding teaching learning process and guidance of the students. Therefore it is most important to know about the school leadership qualities and motivation of teachers, which is a key to school success. This study will be useful for policy makers and researchers, regarding appointments of principals at school level who have great leadership qualities and efficiency regarding running of educational institutions.

Delimitation of the study

The study was delimited to public boys' secondary schools district Bannu.

RESEARCH METHODOLOGY

The research work was co-relational in nature. Purpose of the study was to determine the Principals' leadership qualities and their relationship with Teachers' academic motivation at secondary school level.

Design of the study

Survey research design for the study was used.

Population of the Study

All 900 secondary school teachers working in district Bannu constituted population of the study.

Sample of the study

The researcher used multistage sampling techniques for the selection of sample. In 1st stage 24 secondary school were selected randomly out of 69 secondary school. In the 2nd stage the researcher selected 300 secondary school teachers from these schools. From each school 13 teachers were selected using basket random technique.

Instrument for Data Collection

Data was collected through self-developed questionnaires based on different parameters of principals' leadership qualities and teachers' academic motivation validated through the pilot testing.

Validity of the Instrument

Truthfulness of investigation instruments depends on its validity. Validity of an instrument means the degree to which an instrument measures what it is supposed to measure. For validity, the self-developed questionnaires measuring principals' leadership qualities and teachers' academic motivation were given to 10 research experts and their valuable suggestions were incorporated in the questionnaires.

Pilot Study

To ensure the reliability of the research instruments both the questionnaires were pilot tested on 30 government high schools teachers, which were part of the population but not part of the sample. They were briefly introduced with the study. Their responses were processed through SPSS version 24. The collected data were analyzed the Cronbach Alpha value of the principals' leadership qualities and the teachers academic motivation were .78 & .84 respectively which meant that the research instruments were reliable.

Procedure

The researcher administered the self-developed questionnaires to all participants personally. Best (2010) is of the opinion that personal involvement of the researcher for gathering data is more fruitful than any other resource person. It is very helpful for the clarification of the participants in connection with instrument statements and also for the collection of accurate, genuine and valid data.

DATA ANALYSIS

The collected data were analyzed by applying SPSS software version 24. Mean and SD were used as descriptive statistics and Pearson Coefficient of Correlation was used as inferential statistics.

The following scale options were given different weights from 1 to 5.

	Scale Options	Weight
1	Strongly Disagree	1
2	Disagree	2
3	Neutral (Undecided)	3
4	Agree	4
5	Strongly Agree	5

The following range was assigned to the scale.

	Scale Options	Range
1	Strongly Disagree	1.00 - 1.50
2	Disagree	1.51 - 2.50
3	Neutral (Undecided)	2.51 - 3.50
4	Agree	3.51 - 4.50
5	Strongly Agree	4.51 - 5.00

Table 1: Power of Decision Making

SNO	Statements	Mean	SD
1	The principal makes plane before making decision	3.00	.90
2	The principal considers all the aspect while taking decision	2.90	.72
3	The principal checks school records.	3.80	.82
4	The principal delegates power to teachers.	4.80	.62
5	The principal rewards teachers for their good deed	3.39	.73
Total		3.57	.75

Table No.1 shows the mean score of principals' decision making $M = 3.57$ with $SD = .75$. The mean score falls in the range (Agree = 3.51 – 4.50) which means that the respondents are agree to the principals' power of decision making.

Table 2: Interpersonal Skills

SNO	Statements	Mean	SD
1	The principal meets with staff regularly to get information about their needs	2.90	.56
2	The principal gives due attention in dealing with teachers problems.	3.00	.70
3	The principal seeks advices of teachers in making decisions.	2.80	.50
4	The principal accept s new ideas of his teachers.	3.24	.66
5	The principal supervises teachers responsibilities shared with them.	3.00	.70
Total		2.98	0.62

Table No.2 shows the mean score of principals' interpersonal skills $M = 2.98$ with $SD = 0.62$ the mean score falls in the range (UD = 2.51 – 3.50) which means that the respondents are undecided about the principals' interpersonal skills.

Table 3: Control of school

S.NO	Statements	Mean	SD
1	The principal checks teachers work on regular basis to assess their progress in teaching.	3.40	.90
2	The principal monitors teachers to ensure that they are performing well.	4.00	.90
3	The principal observes teachers' problems at various angles.	4.00	.98
4	The principal focuses attention on irregularities in school.	4.00	.98
5	The principal checks teaching learning activities in school.	3..00	.90
Total		3.68	0.75

Table No.3 shows the mean score of principals' control of school $M = 3.68$ with $SD = 0.75$. The mean score falls in the range $A = 3.51 - 4.50$) which means that the respondents are agree about the principals' control of the school.

Table 4: Vision of the future

S.NO	Statements	Mean	SD
1	The principal is interested in developing new ideas.	4.40	1.00
2	The principal has the ability to express the school vision.	4.00	.98
3	The principal knows how to achieve high standard of excellence.	3.75	.87
4	The principal has a perception about the school to be a better place for learning.	4.03	.95
5	The principal is hopeful about the future development of school.	4.91	1.00

Table No.4 shows the mean score of principals' future vision $M = 4.21$ with $SD = 0.96$. The mean score falls in the range $A = 3.51 - 4.50$ which mean that the respondents are agree about the principals' of future vision.

Table 5: Teaching Methodology

S.NO	Statements	Mean	SD
1	I feel pleasure in preparation for my class	4.15	.80
2	I feel proud being dutiful, and to provide counseling for my students after class.	3.43	.70
3	I feel pleasure in giving answer of the question asked by students.	3.24	.65
4	I welcome ideas / views of my students.	4.67	.90
Total		3.87	.76

Table No.5 show the mean score of teacher methodology $M = 3.87$ with $SD = .76$. The mean score falls in the range Agree = $3.51 - 4.50$ which means that the respondents are agree to the quality of their teaching methodology.

Table 6: Quality of Class Room Management

SNO	Statements	Mean	SD
1	I enjoy participation for the students in academic activities	3.00	.65
2	It is pleasurable for me to provide learning environments for my students.	3.80	.70
3	I feel joyous on taking part in academic activities of all my students.	4.00	.90
4	I enjoy using A.V aids during my teaching.	3.40	70
Total		3.55	0.73

Table No. 6, Show the mean score of Class Room Management $M = 3.55$ with $SD = 0.73$ – the mean score falls in the range $A = 3.51 - 4.50$ which mean that the respondents are agree about the quality of class room management.

Table 7: Quality of Mastery of Subject

S.NO	Statements	Mean	SD
1	I feel excited in giving extra information about my subject.	3.00	.65
2	It delights me giving latest information to my students.	4.00	.82
3	It is pleasing for me giving extra material rather than text book.	3.00	.65
4	I wish to give information about the current scenario of Pakistan.	3.11	.67
Total		3.27	0.69

Table No.7 show the mean score o of mastery of subject $M = 3.27$ with $SD = 0.69$ – the mean score falls in the range ($UD = 2.51 - 3.50$) which mean that the respondents are undecided (Neutral) about the quality of mastery of their Subject.

Table 8: Punctuality

S.NO.	Statements	Mean	SD
1	I feel satisfied on coming in time to class.	3.00	.65
2	It gives me happiness on leaving class on time.	4.00	.90
3	It pleasing for me to be present in school before time	3.17	.66
4	It is enjoyable for me to leave the school after finishing time.	4.00	.90
Total		3.52	0.77

Table No.8 show the mean score of punctuality $M = 3.52$ with $SD = 0.77$. The mean score falls in the range ($A = 3.51 - 4.50$) which means that the respondents are agree about the punctuality of their principals.

Table 9: Students' Assessment

SNO.	Statements	Mean	SD
1	I feel satisfied on doing assessment fairly.	3.00	.70
2	I enjoy taking weekly and monthly test of my class.	4.00	.95
3	I use formative and summative technique for evaluation of my students.	4.87	.95
4	I feel satisfied on returning test, result, script on time to the students.	4.80	.97
Total		4.16	.89

Table No.9 shows the mean score of teacher methodology $M = 4.16$ with $SD = .89$. The mean score falls in the range ($A = 3.51 - 4.50$) which means that the respondents are agree about the teacher quality of assessment.

Table 10: Relationship between Principal Leadership Qualities and Teachers Academic motivation

SNO.	Variables	Correlation	Sig
1	Principals' Leadership Qualities	.38	.00
2	Teachers Academic Motivation		

Table 10 presents the results of the correlation between principals' leadership qualities and teachers' academic motivation. The Pearson Coefficient Correlation between the two variables is .38 at .05 level of significance. The P value is .00 less than .05 which means that there is significant positive correlation between principals' leadership qualities and teacher academic motivation.

DISCUSSION

The main objectives of the study were to find out the perception of teachers' about the principals' leadership qualities at secondary level, to investigate the motivational level of teachers at secondary level, & to measure

the relationship between Principals' leadership qualities and teachers' motivation at secondary school level.

The first research question of the study was; what is the perception of teachers' about the principals' leadership qualities? The findings of the study showed that mostly the teachers have positive response about the principals' leadership qualities as out of four facets regarding three facets (decision making, control and vision) teachers were agreed and regarding one facet (Interpersonal skills) of principals, teachers were undecided or neutral.

The second research question was what is the level of the teachers' motivation towards their academic activities? The results of this study revealed that teachers are mostly motivated towards their academic activities, as out of five facets; regarding four facets (teacher methodology, classroom management, punctuality and students' assessment) respondents were agreed upon; about one facet (Mastery of the subject) teachers are undecided or neutral.

The third research question was what is the relationship between principals' leadership qualities and teachers' academic motivation. The results showed that there exists positive but moderate correlation between the two variables.

Kalara (1979) is of the view that there are three macro competency areas necessary for principal of secondary schools. These are: planning of the institution, diagnoses of activities in the functional situation and a human heart to deal kindly and graciously with the staff and students. A competent principal proceeds with the best-led plan by mobilization subordinates for the utilization of time in the best way rather than by prescribing do's and don'ts.

Effective headship is the name of authority and responsibility and the main leadership acts planning (which is an intellectually demanding process; it

requires that we knowingly determine courses of base and action), initiating managing delegation, coordination, and decision-making, communication and evaluating (Chandrasekhar, 1994).

Human relation affects the quality and quantity of employ output. Employees who enjoy their relationship with their boss are more productive than employees who do not like their boss. Having good human relation does not mean that a manager has to be popular. No relationship exists between popularity and the speed at which people are promoted to the top of the management ladder (Lussier, 2002).

Communication is the interaction and understanding of one another, trusts building, and coordination of actions for the accomplishment of goals in organization (Johnson and Johnson, 1994). Results of the study approves results of the previous researches.

CONCLUSIONS

On the basis of findings the following conclusions were drawn:

1. Teachers perceived that their principals have good decision making power.
2. Teachers perceived that their principals have not good interpersonal skills.
3. Principals have good control of the school.
4. Principals have good future vision of school.
5. Teachers consider that they have good teaching methodology.
6. Teachers consider that they have goof classroom management.
7. Teachers consider that their mastery of the subject is good.
8. Teachers consider that they are punctual.
9. Teachers consider that their students' assessment skill is good.
10. There is significant positive correlation between principals' leadership qualities and teacher academics motivation

RECOMMENDATIONS

1. The interpersonal skills of the principals should be improved, because it plays a very important role in maintaining favorable school climate for the teachers.
2. It is suggested that the government may have check & balance on the performance of the principals keeping in view their social relationship with their colleagues.
3. The principal of a school acts just like a mediator between teacher and students therefore he should discharge his responsibilities in this regard carefully so that a good learning environment in the school can be maintained.
4. The principal should equally share his ideas and experiences with all his subordinates like a true leader.
5. The mastery of the subject of the teachers may be encouraged by the Government. The government selection criteria for teachers should be revised; the tests and interviews should be based on mastery of the subject and teaching skills oriented, rather than general knowledge oriented.

REFERENCES

- Best (2010). Educational Change Over Time? The Sustainability and Non-sustainability of Three Decades of Secondary School Change and Continuity. *Educational Administration Quarterly* 42(1), 3-41. doi:10.1177/0013161X05277975.
- Burns (2011). *Laissez-Faire Leadership*. Encyclopedia of Leadership. London, UK: Sage Publications.
- Chandrasekhar (1994). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*. A paper commissioned by the Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers. April 2003.
- Fitzgerald & Schulte (2010). Dimensions of leadership. In Megan Crawford, L. Kydd & C. Riches (Eds). *Leadership and teams in educational management*. Buckingham and Philadelphia: Open University Press.
- Foo & Ho (2012). Charismatic Leadership Case Study with Ronald Reagan as Exemplar. *Emerging Leadership Journeys*, 6(1), 66-74.
- Fullan (2009). The Seven Principles of Sustainable Leadership. *Educational Leadership*, 61(7), 1-12.
- Giga, S. I., Cooper, (2003). The development of a framework for a comprehensive approach to stress management interventions at work. *International Journal of Stress Management*, 10(4), 280.
- Haris (2012). Leadership Theories - 8 Major Leadership Theories. Retrieved March 23, 2014 from <http://psychology.about.com/od/leadership/p/leadtheories.htm>
- Hothouse (2007). *The Bass Handbook of Leadership: Theory, Research and Managerial Application*. New York: Simon & Schuster.
- House, R. J. (1971). A path goal theory of leader effectiveness. *Administrative science quarterly*, 321-339.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-339.
- Hoy & Miskil (2001). Central banking in a small open economy: policy evaluation and challenges. *Social and Economic Studies*, 109-126.
- Hoy, W. K. (1980). *Educational Administration Theory and Practice*. Rex Bookstore, Inc..
- Jacobs (2010). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management and Laissez Faire Leadership Style on Motivation. *International Journal of Business and Social Science*, 3(7), 258-264.

- Johnsons & Johnson (1984). *Cases in Leadership*. Thousand Oaks, CA: Sage Publications.
- Kalara (1979). How can Managers Use Participative Leadership Effectively? Retrieved March 17, 2014, from <http://www.task.fm/participative-leadership>.
- Levin. (2008). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology* 60 (2009), pp. 421-449. doi: 10.1146/annurev.psych.60.110707.163621.
- Lussier (2002). *Leadership Theory and Practice* (3rd ed.) Thousand Oak: Sage Publications.
- Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory, application, & skill development*. Nelson Education.
- Maslow's (1943). Wolinski, S. (2010). *Leadership Theories*. Retrieved June 14, 2014, from <http://managementhelp.org/blogs/leadership/2010/04/21/leadership-theories.3>, 45-57.
- Stogdill, Ralph. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.
- Wool folk., Hoy, A., Davis, H., & Pape, S. (2006). Teachers' self-efficacy beliefs. In K. Wentzel & A. Wigfield (Eds.), *Handbook of motivation in school*. Mahwah, NJ: Erlbaum
- Yukl, (1989). *Institutional Management in Higher Education: A Study of Leadership Approaches to Quality Improvement in University Management. Nigerian and Finnish Cases*. Doctoral Dissertation University of Helsinki. E-thesis. Retrieved September 23, 2014 from <http://ethesis.helsinki.fi/julkaisut/kay/kasva/vk/anyamele/institut.pdf>