

# **Job Satisfaction and Self-Efficacy as Correlates of Job Performance of Physical Education Teachers in Kwara State**

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## **Abstract**

*A rising demand in the educational system has made the teaching profession extremely challenging, as high performance is expected from Physical Education teachers. This study assessed job satisfaction and self-efficacy as correlates of job performance of Physical Education teachers in Kwara State. The variables are wages/remuneration, job security, training opportunity, promotion and educational attainment as correlates of job performance of Physical Education teachers in the study area. Descriptive research design of survey method was adopted for the study. 120 respondents were sampled. Researchers' structured questionnaire was the instrument for data collection. The instrument was validated by lecturers in Human Kinetics Education. The data collected were analyzed using inferential statistic of Pearson's Product Moment Correlation at 0.05 alpha level.*

*The findings revealed that: satisfaction with wages/remuneration; job security; training opportunity; promotion policy and educational attainment are significant correlates of job performance of Physical Education teachers in Kwara State. This*

*study concludes that the government should motivate physical education teachers by giving special remuneration particularly for those teaching practical skills to increase job performance.*

### **Introduction**

A sound educational system is considered to be the backbone of developing a nation and the teacher is the pivot around which the entire educational system evolves. Teachers are considered to be the major and first instrument in education. School relies upon teachers in preparing generations of students and in facing challenges that hamper their ability to perform responsibilities; this is because teachers are important components of educational system. Teaching could be viewed as the art and science of instruction and pedagogy activity. The main task of the teacher is to teach, teachers are also engaged in a wide variety of tasks along with the basic face-to-face teaching, such as curriculum design and development, school planning, information technology, workplace, health and safety, resource management, students' welfare, as well as playground and sports supervision.

Physical Education teachers are responsible for the education of primary and secondary school students in physical activity and psychomotor learning (Kenioua, Bachir & Bacha, 2016). The Physical Education class was once little more than an organized recess; however, physical education teachers now engage students in much more than game play. Shorfi (2012) posited that recent developments have steered the Physical Education curriculum towards the goal of overall wellness and teachers now incorporate health and nutrition topics into their classes. While demands on teachers have increased, there has been little change in their patterns of employment, compensation and career advancement.

A high demand in educational system has made the teaching profession extremely challenging and quality performance is expected from Physical Education teachers.

Teachers who are satisfied with their jobs usually have a high degree of self-efficacy and professional capabilities and feel that they could manage, organize and perform specific tasks and behavior, even in case of failure. Babita and Gurmit (2014) pointed out that teachers who are not satisfied with their job might be less committed and are likely to perform below their capabilities. Therefore, what is of utmost importance is the improvement in the learners as a result of teacher's job performance.

Job performance could be viewed as the work-related activities expected of an employee and how well those activities were executed. Thus, the concept of performance could be operationally defined as the overall expected value from employees' behavior carried out over the course of a set period of time. Job satisfaction has received much attention among researchers globally; this made Kinman and Wray (2014) to describe teaching as an emotional activity noting that teachers experience emotional exhaustion, burn out and depersonalization. Hulin and Judge (2003) affirmed that job satisfaction includes multidimensional psychological responses to one's job and that such responses have cognitive (evaluative), affective (or emotional) and behavioral components. From these definitions, positive attitude by employees influence job satisfaction positively while low job satisfaction negatively influence job performance.

Researchers have also reported that self-efficacy beliefs are related to performance (Muhammet, Ramazan, Hanifi, 2017; Shen, Leslie, Spybrook, & Ma, 2012; Caprara., Barbaranelli, Steca., & Malone, 2006)). In fact, self-efficacy is considered to be one of the most influential psychological constructs mediating achievement. Self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action successfully (Robert & Ming, 2010). Teachers' self-efficacy is a vital factor and still a worthy variable in educational research. The idea that teachers' self-belief is a determinant of teaching

behaviour is simple yet powerful idea. Teachers efficacy is defined as a teacher's judgment of his/her own capability to bring about desired outcomes from students' engagement and learning, even among those students who may not be difficult or unmotivated (Akomolafe, Ogunmakin, & Fasooto, 2014).

A strong sense of efficacy enhances human accomplishment and personal wellbeing in several ways. People with high assurance in their capabilities approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep commitment, produces personal accomplishment, reduces stress and lowers vulnerability to depression (Bandura, 2012). In contrast, a teacher who doubts his/her abilities may shy away from difficult tasks which he/she views as personal threats. Such a person has low aspirations and weak commitment to the goals to be pursued in their chosen profession. When such happens, it does not require much failure for such individual to lose faith in capabilities and to fall easy victim to stress and depression.

Muguonga, Muguna & Muriithi (2015) in a study in Kenya indicated that compensation plays an important role in determining employees' job satisfaction. Muguonga *et al.* (2015) further posited that the perception of being paid what one is worth predicts job satisfaction. Remuneration such as wages and salary has impacts on the value of teachers' efficiency and increases the performance outcomes. It increases their performance, satisfaction and productivity. The perception of teachers about the organization benefits policy is if pay is good the teachers' performance will be good, quality and quantity of work will also increase.

Job security also exerts some influence on teachers, For example, a teacher with high job security may invest more in their performance out of loyalty or because they view their jobs as long term commitments. On the other hand, workers may take advantage of job insecurity and do as little work as

possible. Job security can also be costly to the firm since dismissal of employees requires more time, effort, and compensation (Leung, 2009).

Wong, Tang, & Cheng (2014) averred that there are various extrinsic motivators of teachers' commitment to job, among them, the reward system in terms of pay and promotion is obviously important. Prompt promotion has direct implication for the consequences on the performance and its satisfaction. Organizations cannot operate alone without the involvement of human beings who are employed to handle specific duties, and it is the performance of these staff that will lead to success or failure of the organization. It is therefore imperative that every organization give required attention by rewarding performance of its workers through prompt promotion, so as to ensure effectiveness and high productivity. Particularly in education, attention should be given to the quality performance of the teachers, since they are in the forefront among those responsible for achieving the goals of education.

According to Ojo (2015), the issue of measuring teachers' performance becomes more challenging in a subject area such as Physical Education. In this context, Physical Education becomes the cornerstone in learning and teaching, and the most important factor in the education process. This requires the availability of an effective Physical Education teacher who seeks to be competent and influential. However, the subject matter of Physical Education has often suffered from two related issues. On one hand, it has often suffered from being handled by incompetent teachers due to inadequate personnel. This happens when the subject is handled by generalist teachers with little or no preparation in Physical Education content. On the other hand, budget cut backs often have a negative impact on the time and resources required for teaching Physical Education in the class.

The foregoing challenges have been compounded by low commitment on the part of Physical Education teachers

themselves towards teaching the subject. This has affected and is still affecting the teaching of the subject in most Nigerian schools. It was the contention of the researchers that conducting this type of study at this time would restore Physical Education to a place of relevance among other secondary school subjects being offered by students.

### **Statement of the Problem**

Teachers' self-efficacy has important implications in education as it is capable of facilitating effective learning outcomes for students and the teacher is able to develop a higher level of aspiration. Previous researches have proved that many teachers exhibit dissatisfaction in their jobs due to job stress (Chaplain, 2008; Schwarzer & Hallum, 2008). In Kwara State, Physical Education teachers feel overwhelmed by the challenges of the school context. There is a shortage of qualified manpower to teach the subject effectively due to apathy on the part of school administrators and bias from Government officials that make it difficult for the subject to occupy a place of relevance as stated in the National Curriculum for Basic Education.

Many of them lack motivation on the job due to inadequate opportunity for training and development. In some cases they use their personal equipment to teach practical skills due to lack of funds. Considering the core objectives of Physical Education as a subject which are to develop youth that are physically, morally and mentally sound, Physical Education teachers are in the key position in raising future leaders. It is important that studies on self-efficacy and job satisfaction of Physical Education teachers should be conducted in order to improve their performance on the job. In this context, the findings will contribute to understanding of the relationship between self-efficacy and job satisfaction. It is on the above premise that this study examined job satisfaction and self-efficacy as correlates of job performance of Physical Education teachers in Kwara State.

## **Objectives of the Study**

Objectives of this study are to:

1. Assess whether satisfaction with wages/remuneration is a correlate of job performance of Physical Education teachers in Kwara State;
2. Examine whether job security is a correlate of job performance of Physical Education teachers in Kwara State;
3. Determine whether training opportunity is a correlate of job performance of Physical Education teachers in Kwara State;
4. Examine whether promotion policy is a correlate of job performance of Physical Education teachers in Kwara State

## **Hypotheses**

1. Satisfaction with wages/remuneration will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
2. Job security will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
3. Training opportunity will not be a significant correlate of job performance of Physical Education teachers in Kwara State.
4. Promotion policy will not be a significant correlate of job performance of Physical Education teachers in Kwara State.

## **Methodology**

This study adopted descriptive research of survey type. The design involved collection and analysis of data for the purpose of describing them exactly as they occur. Based on the information collected, the researcher was able to take objective decisions. The population comprised 270 Physical Education teachers in Junior Secondary schools in Kwara State. Simple random sampling technique was used to select 120 Physical

Education teachers out of 270 Physical Education teachers in secondary schools as sample for the study.

The research instrument was researchers' self-structured questionnaire, divided into two sections, A and B. Section A elicited information on demographic characteristics, such as age, educational qualification, years of teaching experience, gender among others while section B contained items on variables of study; satisfaction with wages/remuneration, job security, training opportunity and promotion policy. The instrument was scored on a four-point modified Likert scale rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) that enabled the respondents to indicate the extent of their agreement or disagreement with the options supplied.

Content validity of the questionnaire was carried out by three (3) lecturers (experts in the field of Human Kinetics Education). Suggestions made were incorporated to ensure the validity of the instrument is enhanced. The reliability of this instrument was conducted using test re-test method. Cronbach alpha statistic was used to determine the reliability, coefficient value of 0.73 was obtained. The researcher administered the questionnaire with help of five(5) trained research assistants. The data collected was subjected to analysis using inferential statistic of Pearson Product Moment Correlation (PPMC) to test the hypotheses at 0.05 alpha level.

### **Hypotheses Testing**

**I:** Satisfaction with wages/remuneration will not be a significant correlate of job performance of Physical Education teachers in Ilorin.



**Table One:** PPMC analysis on wages/remuneration as a correlate of job performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. R	P-Value	Remark
1.	Prompt payment of salary makes me perform better in discharging my duty as a physical education teacher	17 (14.2%)	49 (40.8%)	45 (37.5%)	9 (7.5%)	120			
2.	Rewards attached to my job as physical education teacher motivates me to put more effort into my job	41 (34.2%)	64 (53.3%)	8 (6.7%)	7 (5.8%)	120			
3.	Prompt release of claims as physical education teacher increases my job performance	39 (32.5%)	62 (51.5%)	14 (11.7%)	5 (4.2%)	120	0.81	0.001	H <sub>0</sub> Rejected
4.	I perform better when I receive award for my efforts towards student academic performance	65 (54.2%)	45 (37.5%)	6 (5.0%)	4 (3.3%)	120			
5.	Availability of bonus improves my job performance as a PE teacher	65 (54.2%)	46 (38.2%)	5 (4.2%)	4 (3.3%)	120			
Column Total		227	266	78	29	600			

$$P < 0.05$$

Table one presents analysis on wages/remuneration as correlates of job performance of teachers. The analysis indicated a calculated r value of 0.81 and a p- value of .001 which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that satisfaction with wages/remuneration is a significant correlate of job performance of Physical Education teachers in Kwara State.

**2:** Job security will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

**Table Two:** PPMC analysis on job security as a correlate of job performance of Physical Education Teachers in Kwara State

S/N	Items	SA	A	D	SD	Row Total	Cal. R	P-Value	Remark
1.	Threats of job loss from employers affect Physical Education teachers' job performance.	44 (36.7%)	58 (48.3%)	7 (5.8%)	11 (9.2%)	120			
2.	My employment on full-time basis motivates me to perform better in teaching of Physical Education	25 (20.8%)	81 (67.5%)	5 (4.2%)	9 (7.5%)	120			
3.	Absence of threat with retrenchment helps my performance as a Physical Education teacher	18 (15.0%)	78 (65.0%)	17 (14.2%)	7 (5.8%)	120	0.68	0.001	H <sub>0</sub> Rejected
4.	Positive attitude of school administrators is a way of increasing Physical Education teachers' job performance	16 (13.3%)	43 (35.8%)	44 (36.7%)	17 (14.2%)	120			
5.	Not being coerced to teach Physical Education has been of help in boosting my job performance	34 (28.3%)	57 (47.5%)	25 (20.8%)	4 (3.3%)	120			
Column Total		137	317	98	48	600			

$P < 0.05$

Table two presents analysis on job security as correlate of job performance of teachers. The result indicated a calculated r value of 0.68 and p-value of .001 which is significant at 0.05 alpha level. Therefore, the null hypothesis is rejected. This implies that job security is a significant correlate of job performance of Physical Education teachers in Kwara State.

**3: Training opportunity will not be a significant correlate of job performance of Physical Education teachers in Ilorin.**

**Table Three:** PPMC analysis of training opportunity as a correlate of job performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. r	P-Value	Remark
1.	Regular training of Physical Education teachers improves their job performance	89 (74.2%)	25 (20.8%)	4 (3.3%)	2 (1.7%)	120			
2.	Full sponsorship of Physical Education teachers for training and workshops contributes to increased job performance	20 (16.7%)	85 (70.8%)	6 (5.0%)	9 (7.5%)	120			
3.	Allowing Physical Education teachers to further their education results in enhanced performance	32 (26.7%)	61 (50.8%)	0 (0.0%)	27 (22.5%)	120	0.76	0.001	H <sub>0</sub> Rejected
4.	Ensuring Physical Education teachers benefits from training opportunities increases their performance	34 (28.3%)	52 (43.3%)	15 (12.5%)	19 (15.8%)	120			
5.	Provision of special allowance for Physical Education teachers training improves their performance	15 (12.5%)	64 (53.3%)	12 (10.0%)	29 (24.2%)	120			
Column Total		190	287	37	86	600			

$P < 0.05$

Table three presents analysis on training opportunity as correlate of job performance of teachers. The result indicated a calculated r value of 0.76 and p-value of .001 which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that training opportunity is a significant correlate of job performance of Physical Education teachers in Kwara State.

**4:** Promotion policy will not be a significant correlate of job performance of Physical Education teachers in Ilorin.

**Table Four:** PPMC analysis on promotion policy as correlate of Job Performance of Physical Education Teachers in Kwara State.

S/N	Items	SA	A	D	SD	Row Total	Cal. r
1.	Frequency of promotion of Physical Education teachers improves their job performance	41 (34.2%)	56 (46.7%)	15 (12.5%)	8 (6.7%)	120	
2.	Clearly defined promotion criteria increases Physical Education teachers Performance	0 (0.0%)	112 (93.3%)	4 (3.3%)	4 (3.3%)	120	
3.	Prompt release of promotion benefits enhance Physical Education teachers' performance	59 (49.2%)	48 (40.0%)	6 (5.0%)	7 (5.8%)	120	0.77
4.	School administrators' objective recommendation for promotion serves as morale booster for Physical Education teachers job performance	80 (66.7%)	28 (23.3%)	6 (5.0%)	6 (5.0%)	120	
5.	Unbiased selection for promotion enhance Physical Education teachers job performance	14 (11.7%)	92 (76.7%)	7 (5.8%)	7 (5.8%)	120	
Column Total		194	336	38	32	600	

$P < 0.05$

Table four presents analysis on promotion policy as correlates of job performance of teachers. The result indicated a calculated r value of 0.77 and p-value of .001 which is significant at 0.5 alpha level. Therefore, the null hypothesis is rejected. This implies that promotion policy is a significant correlate of job performance of Physical Education teachers in Kwara State.

### Discussion of Findings

The findings revealed that satisfaction with wages/remuneration is a significant correlate of job performance of Physical Education teachers in Kwara State. One important factor that contributes

positively to job satisfaction is the salary. More precisely, according to the economic theory, utility from work, measured as job satisfaction, depends positively on income and negatively on hours of work, and that it depends also on a set of other job-specific and worker-specific characteristics (Vila & Garcia-Mora, 2005). Over the years teachers' earnings have increased considerably less sharply than those of other groups. So, while teachers may actually be better off in real terms than they were few decades ago, they may feel worse off because of their decline in status relative to other professional groups.

The findings further revealed that job security is a significant correlate of job performance of Physical Education teachers in Kwara State. Literature has documented that job performance is associated with job security. Emberland and Rundmo (2010) were also of the opinion that job satisfaction is associated with job the insecurity that the employees feel; they underlined the fact that job insecurity is related to psychological problems. In addition, based on the stress theory, job insecurity is a stressor factor, given the fact that the possible loss of a job position creates anxiety to the employees (Arabi, 2000)

The outcome of this study revealed that training opportunity is a significant correlate of job performance of Physical Education teachers in Kwara State. This finding tallies with the submission of UNESCO (2005) that how teachers are prepared for teaching is a critical indicator of education quality. Preparing teachers for the challenges of the changing world will equip them with subject-specific expertise; effective teaching practices; an understanding of technology and the ability to work collaboratively with other teachers.

The outcome of the study further revealed that promotion policy is a significant correlate of job performance of Physical Education teachers in Ilorin. The outcome of this study is in consonance with that of Derri, Papamitrou, Vernadakis, Koufou

and Zetou (2014), they submitted that promotions are used to reward employees for better performance and to motivate them for greater effort. It could be affirmed that when employees experience success in mentally challenging occupations which allow them to exercise their skills and abilities; they experience greater levels of job satisfaction. Previous finding has shown that job satisfaction is strongly influenced by motivation; emphasis should be placed on teacher motivation. Theories of motivation are one of the most important aspects of organizational theory with particular importance for the development of interpretative models of employee performance, because they focus on work efficiency and on the factors that they maximize this efficiency (Kotler & Keller, 2006).

### **Conclusion**

Based on the finding, the study concludes that: satisfaction with wages/remuneration was a significant correlate of physical education teachers' job performance. Job security was a significant correlate of job performance of physical education teachers. Furthermore, training opportunity was also a significant correlate of physical education teachers' job performance. Lastly, promotion policy was also a significant correlate of job performance of Physical Education teachers in Kwara State. Therefore, to increase job performance of physical education teachers, there is need to direct attention at ways of utilizing these factors to increase teachers' performance.

### **Recommendations**

Based on the findings of this study, the following were recommended:

- I. There is need for the government to motivate physical education teachers by giving special remuneration particularly for those teaching practical skills to increase job performance.

2. Job security of Physical Education teachers should be prioritized to boost their commitment as this might in turn lead to increased job performance.
3. More training opportunities in form of seminars and workshops should be provided for Physical Education teachers to boost their performance on the job.
4. Promotion policy should be designed in a manner that will recognize competence and hard work to benefit Physical Education teachers.

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