



The Impact of Teachers Welfare Package on Teachers Job Satisfaction (A Case Study of Some Selected Schools in Jaba Local Government Area of Kaduna State)

Slyvanus Tuck¹, Ezekiel Friday²

¹Department of Educational Planning and Management, Global Wealth University Lome, Togo

²Department of Management Science, Joint Professional Training and Support International Lagos, Nigeria

DOI: <https://doi.org/10.55248/gengpi.5.0724.1717>

ABSTRACT

This study was carried out on the impact of teachers welfare package on teachers job satisfaction. To achieve this objective, the researcher developed and administered a questionnaire on one hundred and ten staff of some selected schools in Jaba Local Government Area of Kaduna State. The T-test was used in testing the null hypothesis. From the study, It was observed that the welfare package provided to me as a teacher is not satisfactory. It was observed that teachers feel valued and appreciated by the school administration. This study shows that the current welfare package positively influences my job satisfaction. This study shows The welfare benefits offered to teachers are not sufficient to meet their needs. This study shows that teachers do not feel motivated to perform well in their role due to the poor provided welfare package. It was observed that The welfare package affects my overall morale at work. It was observed the teachers' believe that improvements in the welfare package would lead to higher job satisfaction among teachers. Teachers are not satisfied with their job as a teacher in these schools. The study recommend, Educational officers should ensure that teachers are not only aware of their rights, but also are met without waiting for teachers unnecessary reactions. For example, teachers should get their rights as stipulated in the standing order including promotion on time and opportunities to attend teachers' professional training programs. The community should be part and parcel of school development programs, so as to ensure better performance and parents should support teachers by contributing funds, building materials and food supplies for their children while at school. Therefore, parent commitment and seriousness is required for effective follow up of their children progress. Since some schools are located in remote areas within Jaba Local Government, it was recommended that the government should offer incentives in form of hardship allowances to teachers in remote schools to motivate them. Schools principals and management teams should raise positive work competition among and within teachers by ranking performance of teachers on a weekly/monthly or academic session based level of performance of teachers. Deserving teachers should be honoured with accolade and monetary or other initiatives and rewards to compensate them for their effort. Government should support teachers through facilitating transportations road access, building accommodations or lodge for teachers coming from far locations, provision of portable water, facilitate access to electricity especially to teachers in secondary schools in rural and primitive areas. State of the art facilities should also be provided to teachers in urban areas to support good working condition. This helps teachers to increases status in the profession as well as increases their level of satisfaction on job.

Keywords: Extrinsic Factors, Job Satisfaction, Satisfaction. Teachers welfare,

1.1 INTRODUCTION

Job satisfaction is not a new phenomenon in organizational science and behaviour [27]. Attempts to improve performance in schools will never succeed if teacher job satisfaction is ignored. If employees in an organization are well motivated, they will render services to the employer and customers very efficiently and effectively [12]. This implies that motivated and satisfied teachers are most likely to affect the students learning positively while the opposite has negative effects on student's performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction. The teaching profession ranks high on the success list of societies. Further teachers' organizational commitment and general job satisfaction have been identified important to the understanding their work behaviours [7]. Job satisfaction amongst teachers is a multifaceted construct that is critical to teachers' retention and has been shown to be a significant determinant of teachers' commitment. It also a contributor to school effectiveness. Studies in Jema'a Local Government Area show that the vast majority of teachers are unhappy with their salaries, housing arrangements, benefits, workload, and status within their communities [22] [5]. The researcher assumes that poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner.

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teachers' work "intensification" mirrors societal trends toward overwork [16]; [26]. Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticism, reduced resources, and moderate pay, relate to low teacher satisfaction in many developed

countries around the world [26]. The effects of the trends include declining job satisfaction, reduced ability to meet students' needs, significant incidences of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability [24]. Most importantly, teacher dissatisfaction appears to be the main factor leading to teachers leaving the profession in many countries. Thus, research into teacher satisfaction is becoming more and more important given not only that a growing number of teachers leave the profession but also dissatisfaction is associated with decreased productivity [25].

Like other professionals, teachers want to feel that society rewards them fairly in return for their contribution to its development. Those who feel that they are not getting a fair deal from society and are not patient enough to wait for that great day when the teachers' condition of services will hopefully be improved to march out of the teaching profession they will quit the job [8]. One of the greatest disappointments in the teaching profession at primary schools level as noted by [15] lack of material reward for good class room teachers. At least a secondary school leaver who does excellent work as a clerical officer can rise to the post of Permanent Secretary. Unless he/she goes for further studies and passes higher examinations, a good primary school teacher cannot earn a salary beyond the scale of his/her grade, no matter how well he/she may perform in the classroom. This practice does not encourage the best and hardworking primary teachers. Those who have no patience or ability to embark on higher academic work, and who cannot tolerate gating other alternative jobs opt to quit the teaching profession. These situation has direct relation with teachers' job performance. [22] added that, workers who are not satisfied have shown poor performance at their work places. Job satisfaction is a function of a multitude of factors. If management (educational officials) will take into consideration the aforementioned those factors, workers are likely to be satisfied hence increase in job satisfaction. However, what satisfies one at work place may not in the same manner, satisfy another individual. [11] noted that effective job satisfaction is a complex phenomenon which requires individualization. This is why [1] conclude that, job satisfaction in teaching profession has declined from time to time, due to various factors such as, low salary and poor working conditions.

Teachers are among public servants who suffer from job dissatisfaction in the employment industry [22]. He further noted that, job dissatisfaction among teachers can be noticed by massive failure of candidates year after year due to low morale in teaching, regular absenteeism, lack of regular assessment of the students and rapid movement of teachers from teaching profession to other professions.

In the past, teachers' were honoured by the community. They were considered as the most knowledgeable of all other employees and assumed administrative as well as political posts in the government. They were well paid, promoted on time and praised for their efforts in to developing the nation [23]. In recent years, the community has turned down the teaching profession, and that teachers are ignored in the community due to their poor living condition [22].

Nigeria has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country and education is seen as a key factor for the achievement of this objective. A welfare package is a critical element of human resources management system and should be designed to work together with other elements of the system. It is generally believed that money not only helps people to attain their basic needs, but it is also instrumental in providing higher level need performance. As a result, most employees value work according to how much they gain from it. In most developing countries, the salary scales for secondary school teachers are not lucrative despite the rapidly increasing costs of living with very small salary increments awarded based on seniority/ experience, with little or no link with actual job performance [13].

According to [4], the objective of the design of reward programme is divided into two; direct and indirect forms of welfare packages. Direct packages have to do with wages or salary aspect while an indirect package is the fringe benefits a worker enjoys as a result of working in an organization's. Integrating the two into a package that will encourage the achievement of an organizations goal is what welfare package is all about [17]. In service and profit oriented organisations such as educational institutions, employees' welfare package also includes issues regarding wages and salary programmes, structures accruing from job descriptions, merit-based programmes, bonus-based programmes, commission based programmes among others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others. [21] asserted that money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. He also exhibits the motivational power of money with the process of job choice and expounds that money has the power to attract, retain, and motivate employees towards higher performance. For instance, if an employee has another job offer, which offers greater financial rewards and has identical job characteristics with his current job, that worker would most probably be motivated to accept the new job offer.

Welfare packages as a factor that propel workers' satisfaction in an organization is a vital variable in this study. [9] opined that the provision of a high quality education system depends on high quality teachers. A high teacher morale, relevant subject knowledge, and the teachers' specialised teaching skills (pedagogical knowledge) are central to quality teaching and learning [2].

Satisfaction with the teaching component has important consequences in the sense that when the teachers are happy, devoted and committed, it helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services [18]. Teachers like other employees have moral obligation for overall development of their country. The dissatisfied UNIZIK Journal of Educational Management and Policy, Vol. 3 No. 1, July 2019 workers are the biggest danger as it leads to absence of enrichment, fulfillment of schools goals and objectives. A study by [19] showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility. Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. In addition, it seems that one of the prime factors that affect the achievement of educational objectives of students is the scarcity of knowledgeable and committed teachers in schools with required quality and quantity. Shortage of professionally skilled man power and lack of clear knowledge in school teaching systems are the major educational problems nowadays in schools which affect student's achievements [6].

According to [3], job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic (external) and intrinsic (internal) factors.

The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status [14].

Intrinsic factors are related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources [20]. Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward.

Those intrinsic factors were derived from:

i. Achievement: This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.

ii. Challenging Work: It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction.

iii. Advancement: The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement *Welfare Packages and Job Satisfaction among Public Secondary School*

2.0 RESEARCH DESIGN (DESCRIPTIVE)

Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies up for success, in this research descriptive design will be consider over other research design.

In a descriptive design, a researcher is solely interested in describing the situation or case under their research study. It is a theory-based design method which is created by gathering, analyzing, and presenting collected data. This allows a researcher to provide insights into the why and how of research. Descriptive design helps others better understand the need for the research. If the problem statement is not clear, you can conduct exploratory research.

A research design is the structure of research. It holds all the elements in a research project together. It shows how all the major parts of the research project work together to try to address the central research question [10].

2.1 DATA COLLECTION PROCEDURE

For the purpose of this research work, the researcher used the questionnaire, which is a structured series of questions in written form meant to be answered by respondents. The question forms are to be either ticked or choose by those concerned. The researcher issued questions to staff of different schools selected,

The questionnaires for staff were mainly issued to obtained information.

2.2 TARGET POPULATION

The Population of this study comprises of some selected members staff of different schools in Jaba Local Government Area of Kaduna state. This includes the Senior, Junior, staff of all selected schools. Comprising of 110 in all

2.3 METHOD OF DATA ANALYSIS

In order to facilitate the execution of this research work, certain forms of data were utilized they are primary and secondary data.

2.4 RESEARCH INSTRUMENTATION

In choosing stated research instrument, the researcher takes into consideration the nature and scope of the research study, the structure and activities and the convenience associated with cost.

The researcher administered questionnaires on the quest to obtain information.

2.5 SAMPLING TECHNIQUE

The technique used in this research work is Random sampling technique. This method enabled the researcher to select a sample from population so that each member have equal chance of being selected.

2.6 ANALYTICAL TOOL

The analytical tool use in this research is T-test method.

In order to analyze the data, the methodology used is likert Scale method, (Statistical and graphical method). Ordinary, data in this form are unbiased. Is the most widely employed form of attitude measurement in Survey research? The likert scale is a special type of the more general class of summated rating scale constructed from multiple ordered – category items.

Each item uses a set of symmetrically balanced bipolar response categories indicating varying levels of agreement or disagreement with a specific stimulus statement expressing an attitude or opinion.

3.0 RESULTS AND DISCUSSION

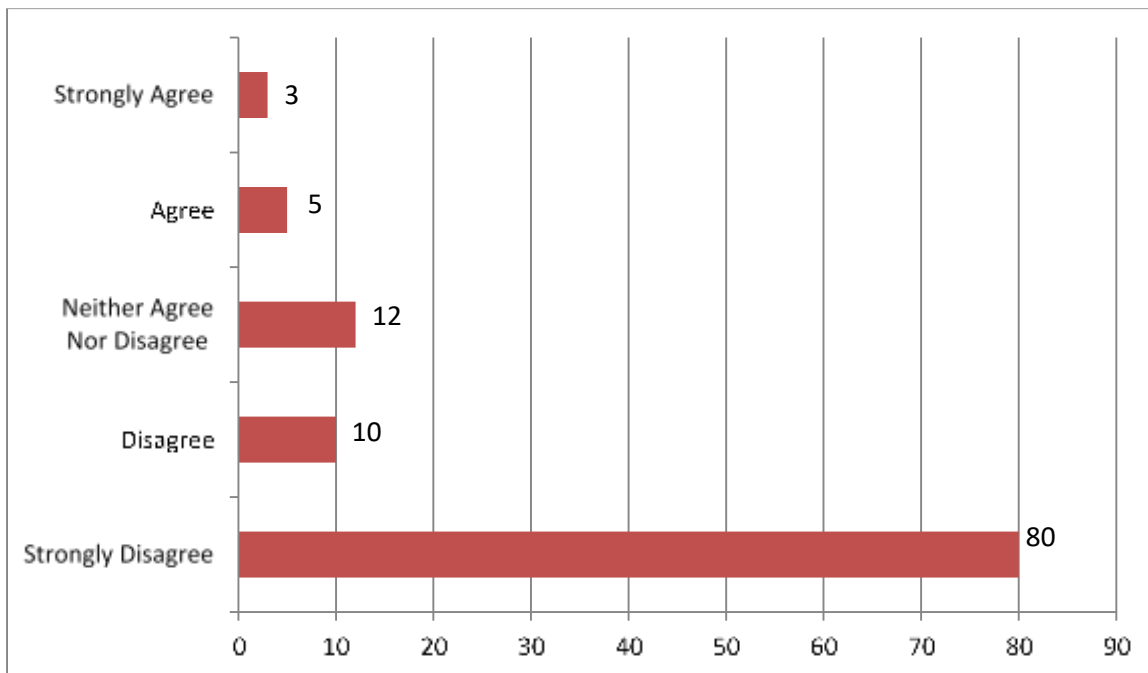
1. The welfare package provided to me as a teacher is satisfactory

Table 3.1: The welfare package provided to me as a teacher is satisfactory.

The welfare package provided to me as a teacher is satisfactory.	SA	A	N	DA	SD	TOTAL
No. of Response	3	5	12	10	80	110
Percentage of Response	3%	4%	11%	9%	73%	100%
Source: Primary data 2024						

Table 3.1 It was observed The welfare package provided to me as a teacher is not satisfactory. Of the total 110 respondents, 7% respondents agree or strongly agree that The welfare package provided to me as a teacher is satisfactory, 11% neither agree nor disagree and 82% disagree or strongly disagree.

Chart 3.1: Response to likert scale used to know if the welfare package provided to me as a teacher is satisfactory



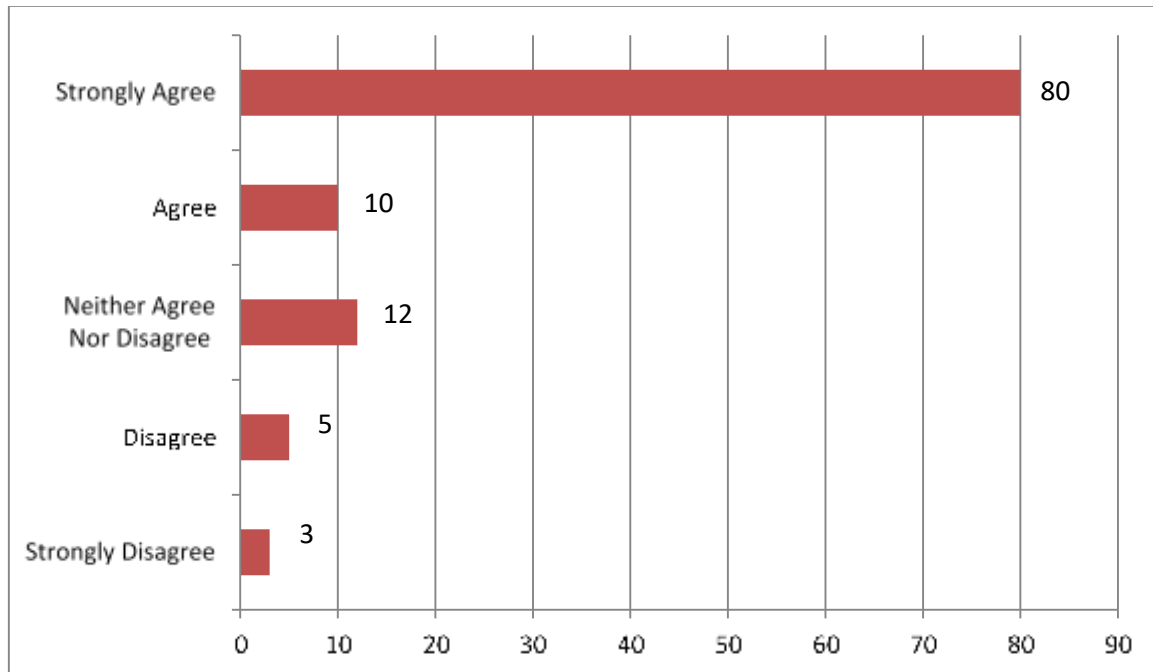
2. I feel valued and appreciated by the school administration.

Table 3.2 I feel valued and appreciated by the school administration.

I feel valued and appreciated by the school administration.	SA	A	N	DA	SD	TOTAL
No. of Response	80	10	12	5	3	110
Percentage of Response	73%	9%	11%	4%	3%	100%
Source: Field Survey 2024						

Table 3.2 It was observed that teachers feel valued and appreciated by the school administration. Of the total 110 respondents, 82% respondents agree or strongly agree that teachers feel valued and appreciated by the school administration, 11% neither agree nor disagree and 7% disagree or strongly disagree.

Chart 3.2: Response to likert scale used to know teachers feel valued and appreciated by the school administration.



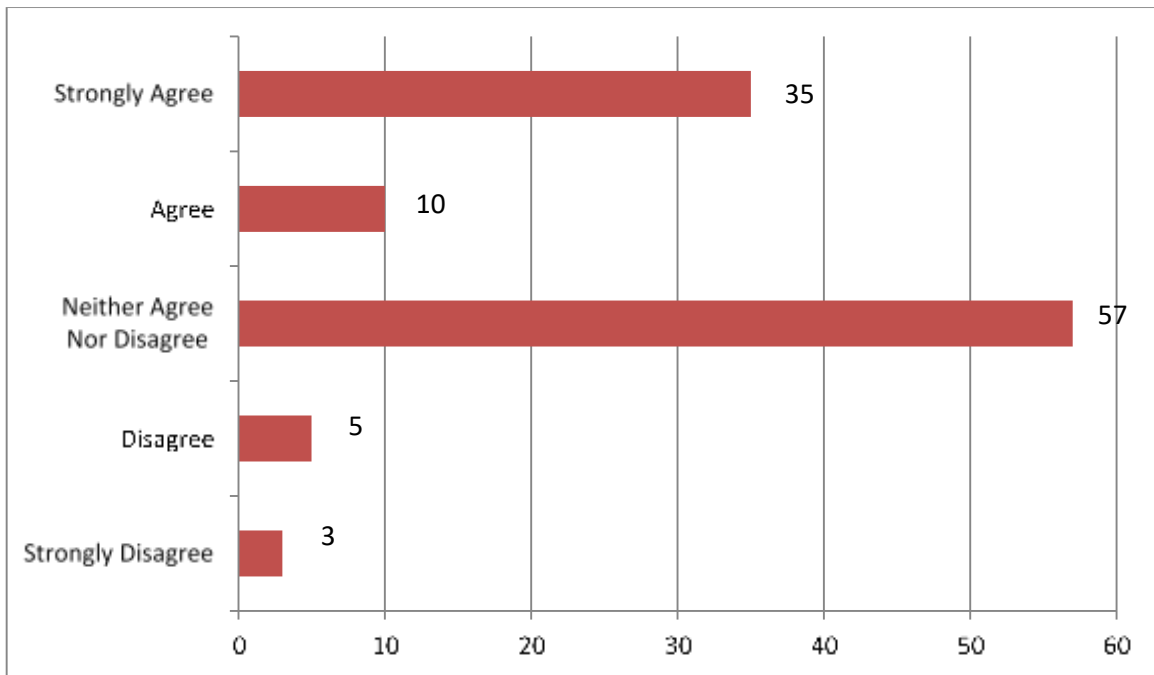
3. The current welfare package positively influences my job satisfaction.

Table 3.3 The current welfare package positively influences my job satisfaction.

The current welfare package positively influences my job satisfaction.	SA	A	N	DA	SD	TOTAL
No. of Response	35	10	57	5	3	110
Percentage of Response	32%	9%	52%	4%	3%	100%
Source: Field Survey 2024						

Table 3.3 This study shows that The current welfare package positively influences my job satisfaction. Of the total 110 respondents, 41% respondents agree or strongly agree that The current welfare package positively influences my job satisfaction, 52% neither agree nor disagree and 7% disagree or strongly disagree.

Chart 3.3: Response to likert scale used to know The current welfare package positively influences my job satisfaction.



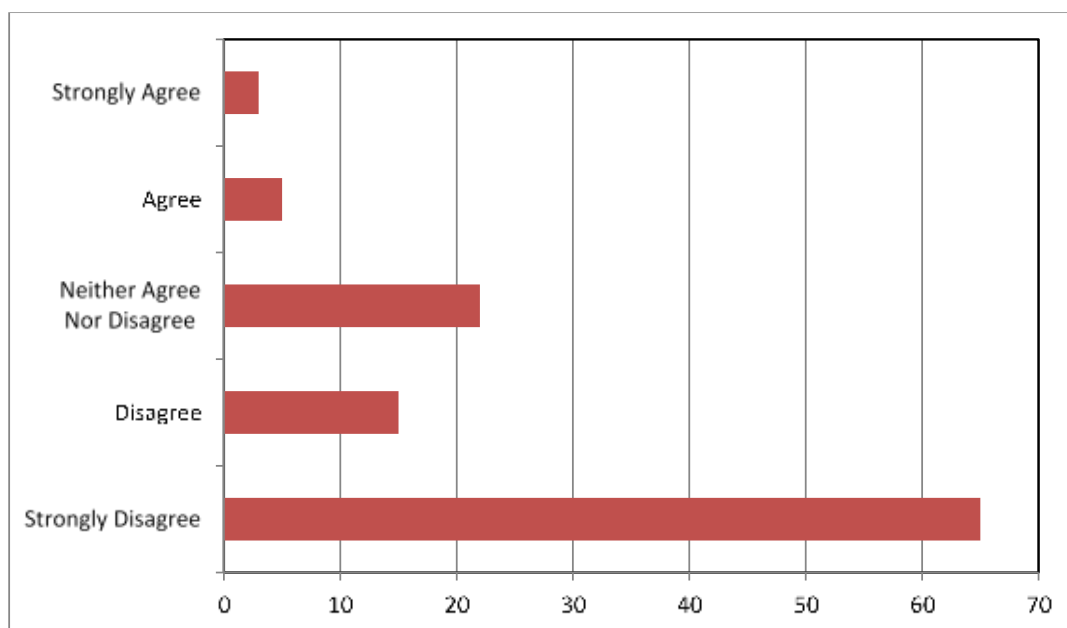
4. The welfare benefits offered to teachers are sufficient to meet their needs.

Table 3.4 The welfare benefits offered to teachers are sufficient to meet their needs.

The welfare benefits offered to teachers are sufficient to meet their needs.	SA	A	N	DA	SD	TOTAL
No. of Response	3	5	22	15	65	110
Percentage of Response	3%	5%	20%	13%	59%	100%
Source: Field Survey 2024						

Table 4.4 This study shows that The welfare benefits offered to teachers are not sufficient to meet their needs. Of the total 110 respondents, 8% respondents agree or strongly agree The welfare benefits offered to teachers are sufficient to meet their needs, 20% neither agree nor disagree and 72% disagree or strongly disagree.

Chart 3.4: Response to likert scale used to know if The welfare benefits offered to teachers are sufficient to meet their needs



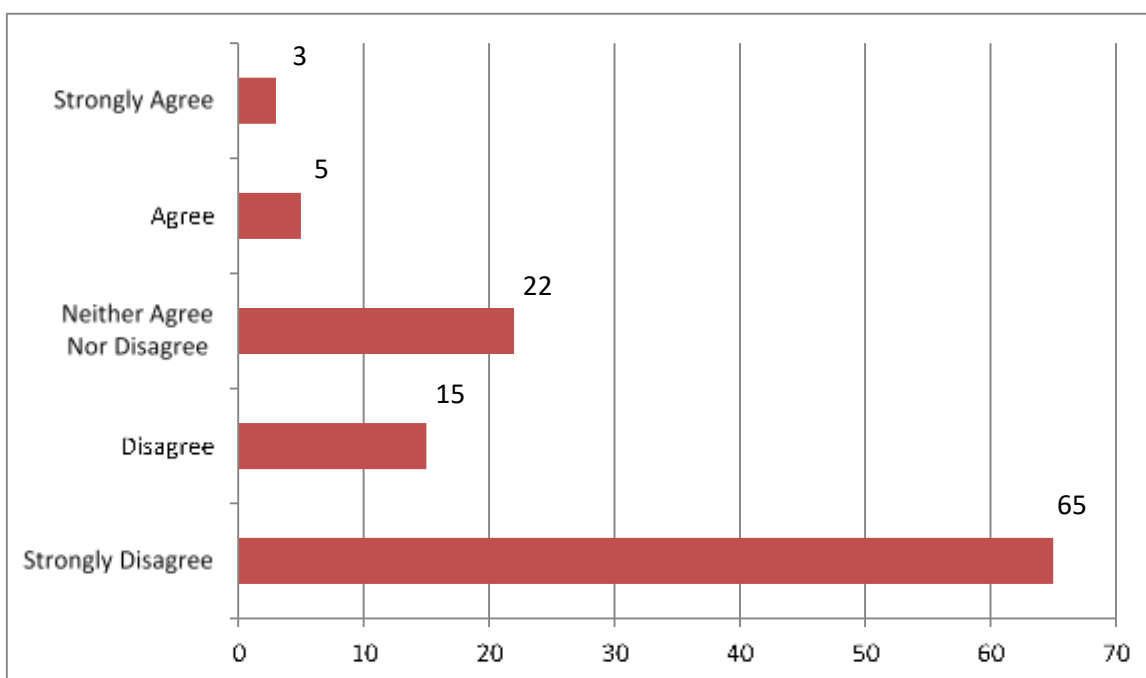
5. I feel motivated to perform well in my role due to the provided welfare package.

Table 3.5 I feel motivated to perform well in my role due to the provided welfare package.

I feel motivated to perform well in my role due to the provided welfare package.	SA	A	N	DA	SD	TOTAL
No. of Response	3	5	22	15	65	110
Percentage of Response	3%	5%	20%	13%	59%	100%
Source: Field Survey 2024						

Table 3.5 This study shows that teachers do not feel motivated to perform well in their role due to the provided welfare package. Of the total 110 respondents, 8% respondents agree or strongly agree that teachers feel motivated to perform well in their role due to the provided welfare package, 20% neither agree nor disagree and 72% disagree or strongly disagree.

Chart 3.5: Response to likert scale shows that teachers do not feel motivated to perform well in their role due to the provided welfare package.



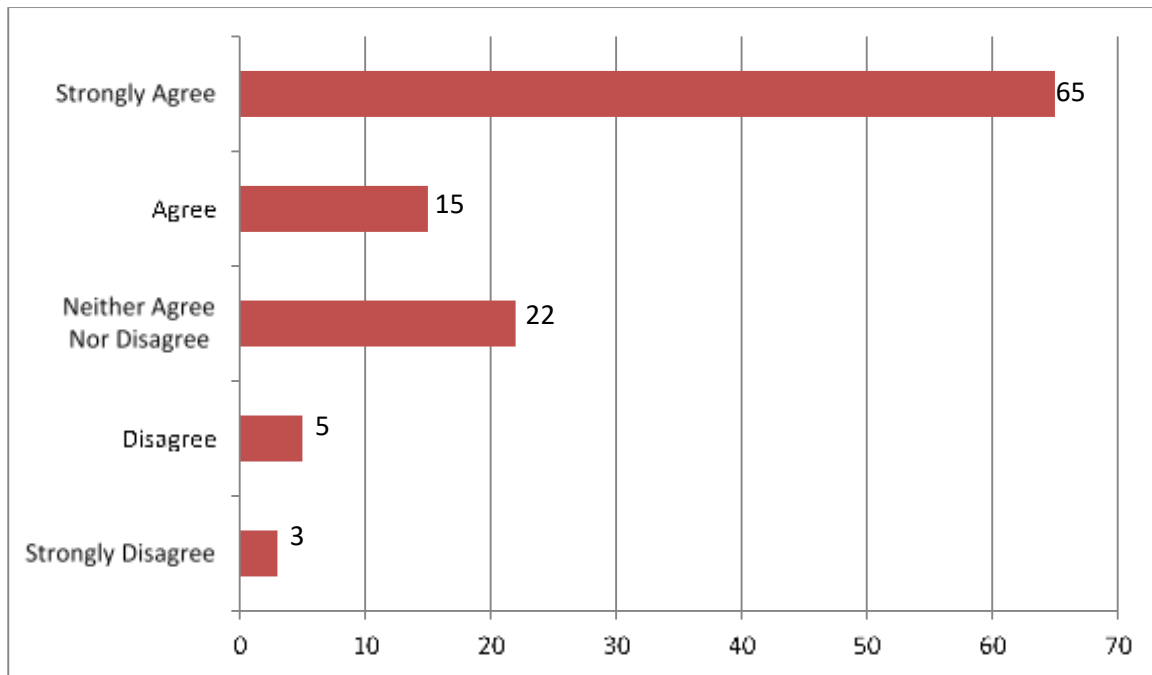
6. The welfare package affects my overall morale at work.

Table 3.6 The welfare package affects my overall morale at work.

The welfare package affects my overall morale at work.	SA	A	N	DA	SD	TOTAL
No. of Response	65	15	22	5	3	110
Percentage of Response	59%	13%	20%	5%	3%	100%
Source: Field Survey 2024						

Table 3.6 This study shows that The welfare package affects my overall morale at work. Of the total 110 respondents, 72% respondents agree or strongly agree that The welfare package affects my overall morale at work, 20% neither agree nor disagree and 7% disagree or strongly disagree.

Chart 3.6: Response to likert scale shows that The welfare package affects my overall morale at work.



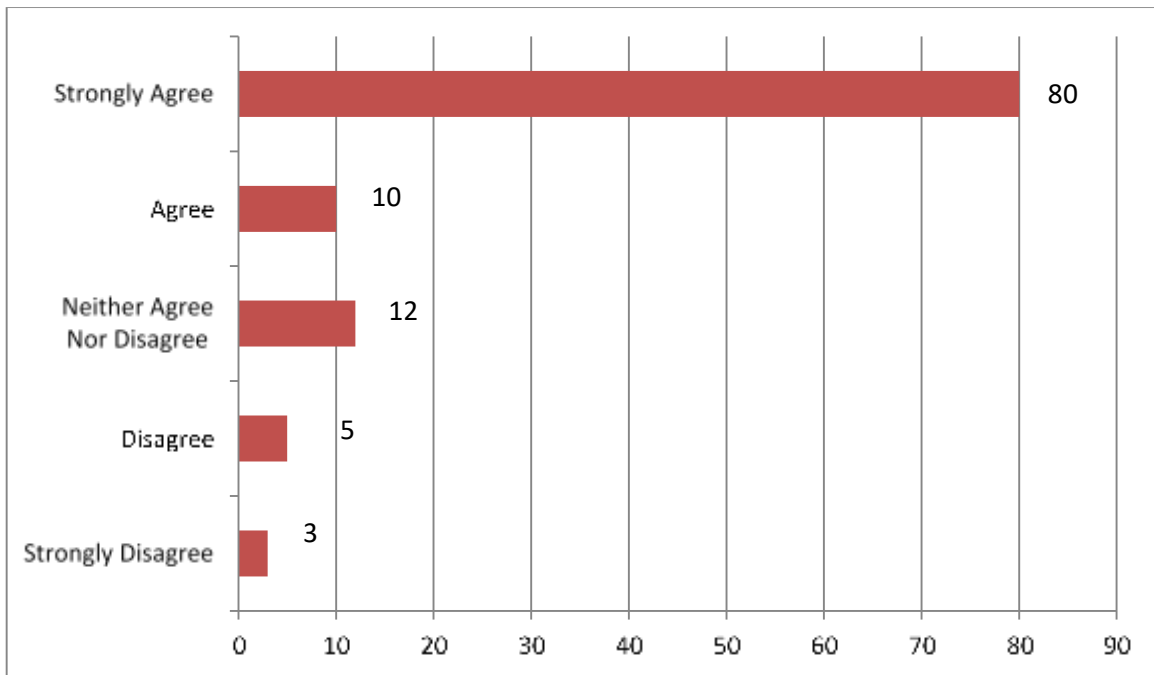
7. I believe that improvements in the welfare package would lead to higher job satisfaction among teachers.

Table 3.7 I believe that improvements in the welfare package would lead to higher job satisfaction among teachers.

I believe that improvements in the welfare package would lead to higher job satisfaction among teachers.	SA	A	N	DA	SD	TOTAL
No. of Response	80	10	12	5	3	110
Percentage of Response	73%	8%	11%	5%	3%	100%
Source: Field Survey 2024						

Table 3.7 It was observed that the teachers' believe that improvements in the welfare package would lead to higher job satisfaction among teachers. Of the total 110 respondents, 81% respondents agree or strongly agree that the teachers' believe that improvements in the welfare package would lead to higher job satisfaction among teachers, 11% neither agree nor disagree and 8% disagree or strongly disagree.

Chart 3.7: Response to likert scale shows that improvements in the welfare package would lead to higher job satisfaction among teachers.



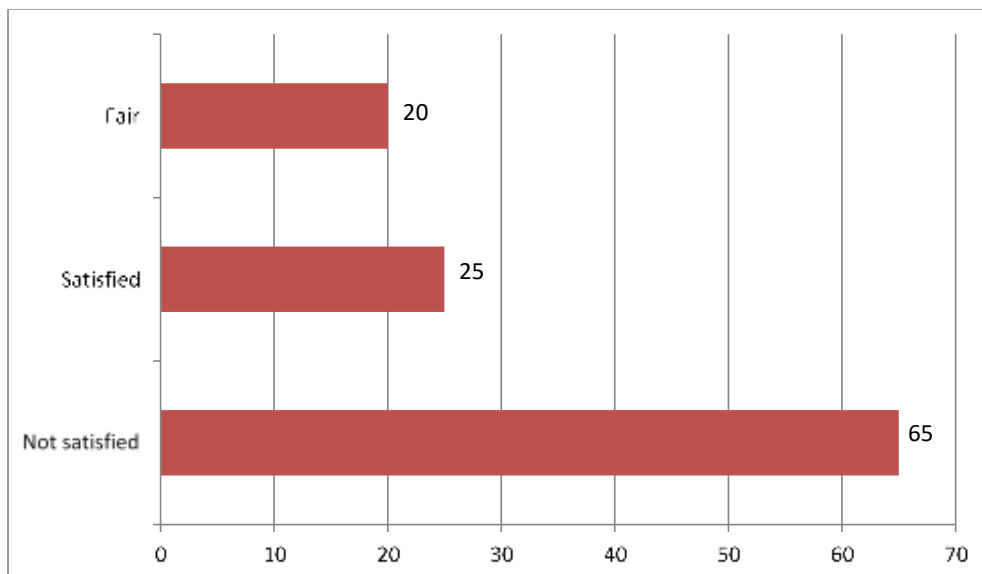
8. Overall I am satisfied with my job as a teacher in this school.

Table 3.8 Overall; I am satisfied with my job as a teacher in this school.

Overall; I am satisfied with my job as a teacher in this school.	FAIR	SATISFIED	NOT SATISFIED	TOTAL
No. of Response	20	25	65	110
Percentage of Response	18%	23%	59%	100%
Source: Primary data 2024				

Table 3.8 It was observed that Overall; teachers are not satisfied with their job as a teacher in these schools. Of the total 110 respondents, 18% respondents says is fair, 23% are satisfied with it Overall, 59% are not satisfied with their job as a teacher in these schools

Chart 3.8: Response to likert scale shows that Overall; teachers are not satisfied with their job as a teacher in these schools..



CONCLUSION

On the basis of the study findings and discussion, the following conclusions have been reached.

Firstly, there is clear link between job satisfaction among teachers and pupils and teachers performance in teaching and learning.

Secondly, primary teachers did not get their rights; leave, promotion, house, in-service training just to promote their professional standard, and this discouraged teachers to work.

Thirdly, the top-down communication patterns that exist in the education system was a barrier for teachers to address their professional problems. For example, educational officials from Ministry level could not meet with teachers to discuss matters facing teachers and students.

Fourthly, the parents were not seriously following up the academic development of their children. Finally, the limitation in the availability of teaching and learning materials such as textbooks was partly due to lack of libraries in schools for proper storage of books.

It is evident that teachers' job satisfaction is basically related to both internal and external welfare packages provided. However, it is also closely intertwined with non-remunerative incentives such as school policy and administration, status and position. Importantly, though coming from different school environments, majority of the respondents had a low job satisfaction level. Therefore, to boost staff performance to its maximum, both the internal and the external welfare package factors should be adequately supplied in quantity and quality.

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