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## Internalization of Educational Leadership Theory Values in School Management A Naturalistic Qualitative Approach

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### ABSTRACT

This study examines the internalization of educational leadership theory values in public secondary school management in Indonesia. Grounded in value-based leadership theory, the research explores how constructs such as moral integrity, instructional commitment, shared vision, and accountability are interpreted and enacted in everyday managerial practices. Data were collected through in-depth interviews, non-participant observations, and document analysis involving 12 school principals selected through purposive sampling based on a minimum of five years of leadership experience. Thematic analysis following Braun and Clarke's framework was employed to identify patterns related to the processes, challenges, and contextual influences shaping value internalization. The findings reveal that internalization occurs through iterative reflective practices, including collaborative decision-making and value negotiation, influenced by personal belief systems, institutional culture, and policy environments. Moral commitment, reflected in consistent ethical decision-making and transparency in leadership actions, emerged as the core dimension sustaining leadership credibility and organizational trust. However, the study also found tensions between instructional leadership ideals and administrative demands, indicating that structural alignment is necessary to translate values into consistent practice. Furthermore, contextual adaptation plays a decisive role, as leaders reinterpret theoretical frameworks to respond to local needs and expectations. The study concludes that sustainable value internalization requires ethical coherence, reflective practice, participatory engagement, and a strong professional identity. By shifting the focus from leadership styles to value internalization processes, this research contributes to bridging the gap between educational leadership theory and authentic school management practice. The findings provide implications for leadership development programs, emphasizing the importance of cultivating value-based, context-responsive, and morally grounded educational leadership.

Keyword: Educational Leadership Theory; Value Internalization; School Management; Instructional Leadership; Transformational Leadership

### INTRODUCTION

Recent developments in educational leadership research have increasingly emphasized the importance of values as the moral and philosophical foundation of school management, particularly within decentralized and accountability-driven education systems such as those found in Indonesia, where school leaders are expected to balance managerial demands with ethical and instructional responsibilities. Contemporary educational reforms require school

leaders not only to demonstrate managerial competence but also to internalize leadership values that guide ethical decision-making, organizational culture, and instructional improvement (Santika, 2021). Educational leadership theory provides a conceptual lens through which such values—such as vision, integrity, collaboration, and accountability—can be understood and enacted in practice (Bush, 2020; Northouse, 2022). However, existing studies have predominantly focused on leadership styles and



outcomes, with limited attention to how theoretical constructs of leadership values are internalized and operationalized in everyday managerial practices, resulting in a lack of empirical clarity regarding the processes through which values shape leadership behavior in specific school contexts (Wahyuni et al, 2022).

The concept of internalization refers to the process by which external norms and theoretical principles become embedded within an individual's belief system and professional conduct, which in this study is operationalized through observable practices such as ethical decision-making, leadership communication patterns, and consistency between articulated values and managerial actions (Azan, 2024). In the context of school management, internalization implies that leadership values are not merely adopted as formal policies but are deeply integrated into daily administrative actions, interpersonal relationships, and institutional decision-making processes. Transformational leadership theory highlights the role of leaders in articulating vision and fostering shared commitment; however, this perspective often assumes that the articulation of vision automatically leads to internalization, an assumption that requires critical examination in real school settings where competing demands may hinder value integration. (Bass & Riggio, 2006; Leithwood et al., 2020). Empirical studies indicate that the presence of visionary discourse alone does not guarantee meaningful organizational change unless such values are authentically internalized by school leaders, suggesting a critical gap between espoused leadership ideals and enacted practices that remains underexplored in current research (Fullan, 2014).

Extending this discussion, instructional leadership theory underscores the leader's responsibility in improving teaching and learning processes, thereby reinforcing the argument that leadership values must not only be articulated but also embedded in instructional practices to achieve meaningful educational outcomes (Hallinger,

2011). The internalization of instructional values such as continuous professional development, data-informed decision making, and collaborative supervision-has been associated with improved student outcomes (Robinson et al., 2008). Research also reveals that managerial routines, such as administrative reporting, compliance with regulatory requirements, and resource management, often overshadow instructional priorities, particularly in bureaucratic educational systems where accountability mechanisms emphasize procedural compliance over pedagogical improvement (Bush & Glover, 2016). This tension illustrates the need to examine how leadership values are interpreted and enacted within specific school contexts.

Moral and ethical dimensions further strengthen the argument that educational leadership extends beyond technical management, as ethical considerations directly influence decision-making processes, stakeholder relationships, and the legitimacy of leadership actions within school communities. Sergiovanni (2007) posits that leadership rooted in moral authority fosters trust and commitment within school communities. Ethical leadership contributes to a positive school climate and reinforces professional integrity (Shapiro & Stefkovich, 2016). However, the internalization of ethical principles is influenced by contextual factors such as organizational culture, policy environment, and socio-cultural expectations (Lumby & Foskett, 2016). Therefore, understanding how leaders negotiate theoretical values within their lived experiences becomes crucial.

A naturalistic qualitative approach offers a methodological pathway to explore these complexities, as it enables an in-depth examination of how leadership values are subjectively interpreted, negotiated, and enacted by school leaders within their specific socio-cultural and institutional contexts, thereby addressing the identified gap in process-oriented leadership research. Qualitative inquiry allows researchers to capture the meanings, interpretations, and subjective experiences of school leaders as they



internalize leadership values (Creswell & Poth, 2018; Denzin & Lincoln, 2018). Rather than measuring leadership effectiveness through quantitative indicators alone, naturalistic methods enable an in-depth understanding of how values are constructed, contested, and sustained within real educational settings.

Despite extensive scholarship on leadership models, there remains a significant gap in examining the micro-level processes through which leadership values are internalized, negotiated, and sustained in everyday school management practices, particularly within non-Western and contextually diverse educational settings. Many studies focus on leadership styles or outcomes, while fewer investigate how theoretical values are embedded in leaders' cognitive frameworks and professional identities (Sujana et al, 2025). Addressing this gap is significant for bridging theory and practice in educational leadership research. This study aims to investigate how educational leadership theory values are internalized, interpreted, and enacted by school leaders in their daily managerial practices, and to identify the contextual factors that facilitate or constrain this process (Santika et al, 2022). These findings are expected to contribute to the development of a process-oriented framework of value internalization in educational leadership, inform the design of context-responsive leadership development programs, and provide empirically grounded insights for strengthening value-based school governance in diverse educational settings.

## METHODS

This study employed a naturalistic qualitative multiple-case study design to explore the internalization of educational leadership theory values in school management practices, enabling an in-depth examination of value internalization processes across different institutional contexts. A qualitative approach was selected because the study seeks to investigate the subjective processes through which school leaders interpret, negotiate, and enact leadership values,

which cannot be adequately captured through quantitative measurement or standardized instruments (Creswell & Poth, 2018). The naturalistic paradigm assumes that reality is socially constructed and context-bound; therefore, leadership values cannot be separated from the socio-cultural and organizational environments in which school leaders operate (Lincoln & Guba, 1985). This design allowed the researcher to examine how theoretical leadership values are interpreted, negotiated, and enacted in daily managerial practices.

The research was conducted in four secondary schools located in urban and semi-urban areas in Indonesia, selected to represent variation in organizational size, governance structure, and community socio-economic background. Participants consisted of 10 school leaders, including 6 principals and 4 vice principals, who were purposively selected based on a minimum of three years of leadership experience and active involvement in school management decision-making. Purposive sampling was applied using explicit inclusion criteria, including formal leadership position, minimum years of experience, and demonstrated involvement in instructional and managerial decision-making, while individuals without direct leadership responsibilities were excluded (Patton, 2015). The selection process emphasized variation to capture multiple perspectives and contextual dynamics influencing value internalization.

Data were collected through semi-structured in-depth interviews, non-participant observations, and document analysis. Semi-structured interviews were conducted in one to two sessions per participant, each lasting between 60 and 90 minutes, using an interview guide that focused on participants' understanding of leadership values, experiences in applying these values, and challenges encountered in practice. Non-participant observations were conducted over a period of three months, covering leadership meetings, classroom supervision activities, and policy implementation sessions, using structured observation protocols to document behavioral



indicators of value enactment. Document analysis included formal school policies, strategic plans, vision and mission statements, and internal evaluation reports produced within the last five years, selected based on their relevance to leadership practices and value articulation. The integration of multiple data sources strengthened the comprehensiveness and credibility of the findings (Denzin & Lincoln, 2018).

Data analysis followed an inductive thematic analysis approach based on Braun and Clarke's six-phase framework, including data familiarization, initial coding, theme development, theme review, theme definition, and reporting. Interview transcripts, field notes, and documents were coded systematically to identify recurring patterns related to the process of value internalization (Sujianti et al, 2025). Initial coding was conducted to generate meaningful data segments, followed by the development and refinement of themes through iterative comparison and categorization, ensuring consistency with an inductive thematic analysis approach. This iterative analytic process allowed meanings to emerge from the data rather than imposing predetermined theoretical categories (Miles et al., 2014). Throughout the analysis, reflexive memoing was conducted throughout the research process, with the researcher systematically documenting assumptions, analytical decisions, and potential biases after each interview and observation session to enhance transparency and interpretive rigor.

To ensure trustworthiness, the study applied credibility, transferability, dependability, and confirmability criteria (Lincoln & Guba, 1985). Member checking was conducted by sharing preliminary thematic interpretations with participants through follow-up discussions, allowing them to confirm, clarify, or challenge the findings, thereby enhancing the credibility of the analysis. Thick description was provided to enable contextual understanding and potential transferability. An audit trail documented the research process systematically, enhancing methodological transparency. Through these

procedures, the study aimed to produce a rigorous and authentic account of how educational leadership theory values are internalized within school management practices.

## RESULTS AND DISCUSSIONS

The findings of this study reveal that the internalization of educational leadership theory values in school management does not occur as a linear adoption of abstract principles, but rather as a reflective and negotiated process. This is illustrated by one principal who stated, 'Leadership values are not something we simply apply; they evolve through daily interactions and decisions,' indicating that internalization is shaped by ongoing interpretation and contextual negotiation. Three major themes emerged from the data analysis: (1) value internalization as moral commitment, defined as the consistent enactment of ethical principles in decision-making; (2) alignment between instructional priorities and managerial routines, referring to the extent to which teaching and learning are integrated into administrative practices; and (3) contextual negotiation of leadership ideals, indicating the adaptive reinterpretation of theoretical values in response to local institutional and socio-cultural conditions.

First, participants consistently described leadership values such as integrity, responsibility, and shared vision as moral commitments guiding their daily decisions; however, variations emerged in how these values were enacted, with some leaders demonstrating consistent alignment between stated values and actions, while others exhibited partial or situational adherence depending on organizational pressures. Principals emphasized that vision statements and strategic plans only become meaningful when they are embodied in consistent actions (Xiaolong et al, 2025). This finding aligns with the argument that leadership grounded in moral authority strengthens organizational trust and commitment; however, the data also suggest that moral authority alone is insufficient without structural



and institutional support, thereby extending existing theory by emphasizing the interaction between ethical commitment and organizational conditions (Sergiovanni, 2007). Rather than relying solely on positional authority, participants cultivated legitimacy through ethical consistency, reflecting dimensions of ethical leadership theory (Shapiro & Stefkovich, 2016). The data suggest that value internalization is deeply connected to personal belief systems, as leaders who articulated strong personal ethical frameworks demonstrated greater consistency in their managerial actions, indicating a direct relationship between personal values and professional practice (Northouse, 2022). However, the study also found that such internalization requires continuous self-reflection, as leaders must reconcile competing demands between bureaucratic compliance and moral responsibility. This tension confirms that leadership is inherently value-laden and contextually constrained (Lumby & Foskett, 2016).

Second, the findings indicate that instructional leadership values are internalized unevenly across managerial domains. While participants acknowledged the importance of prioritizing teaching and learning, administrative tasks frequently dominated their daily routines (Sujana et al, 2023). While this finding confirms previous research suggesting that instructional leadership often competes with managerial obligations, this study further demonstrates that such competition is mediated by organizational routines, where leaders who restructure meeting agendas and supervision practices are more successful in integrating instructional priorities into daily management. (Bush & Glover, 2016). Nonetheless, schools where principals intentionally integrated supervision, professional development discussions, and data review into routine meetings demonstrated stronger coherence between espoused values and enacted practices; however, in schools where such integration was absent, instructional values remained symbolic and were not translated into observable practices. Such integration reflects the core premise of instructional leadership theory,

which positions learning improvement at the center of leadership work (Hallinger, 2011). Moreover, leaders who articulated a shared vision for instructional excellence were more successful in fostering teacher collaboration, resonating with transformational leadership principles (Bass & Riggio, 2006). The findings support empirical evidence that leadership focused on teaching and learning significantly influences student outcomes (Robinson et al., 2008). However, this study extends the discussion by showing that internalization requires deliberate structural alignment; without organizational redesign, instructional values risk remaining rhetorical commitments.

Third, the data demonstrate that contextual factors such as national policy mandates, school accreditation requirements, community socio-cultural expectations, and institutional history significantly shape how leadership values are interpreted and enacted. Participants highlighted the influence of national policy reforms, community expectations, and institutional history in framing their leadership practices. Rather than passively implementing theoretical models, school leaders selectively adapted leadership theories to local realities, indicating that these theories function as flexible interpretive frameworks rather than fixed models, which challenges universalist assumptions in educational leadership theory. This adaptive process corresponds with the notion that leadership is socially constructed and embedded within cultural contexts (Bush, 2020). The findings also echo Fullan's (2014) argument that sustainable change depends on leaders' capacity to integrate reform demands with internal school culture. In several cases, leaders reframed transformational leadership not as charismatic influence, but as collective problem-solving tailored to local challenges. This reinterpretation suggests that leadership theories function as guiding frameworks rather than prescriptive formulas (Sujianti et al, 2025).

Critically, the study reveals that internalization is strengthened through reflective dialogue and collaborative practice. Leaders who



engaged teachers in participatory decision-making reported greater coherence between organizational vision and operational activities (Correia et al, 2025). This supports the argument that distributed and participatory forms of leadership enhance organizational learning; however, the findings indicate that such approaches are most effective when supported by clear role definitions, structured decision-making processes, and accountability mechanisms (Leithwood et al., 2020). At the same time, the findings caution against romanticizing participation; without clear accountability structures, collaborative approaches may dilute strategic direction. Thus, effective internalization involves balancing inclusivity with decisiveness (Laksana, 2023).

The results also highlight the significance of professional identity in shaping leadership behavior (Kapoh et al, 2023). Participants who perceived themselves primarily as instructional mentors were more inclined to prioritize pedagogical improvement, whereas those who identified as administrators tended to emphasize regulatory compliance. This observation reinforces the idea that leadership identity mediates the enactment of theoretical principles, as differences in self-perception influenced how leaders prioritized tasks, interacted with teachers, and interpreted policy demands, suggesting that identity formation is a critical dimension in leadership development (Day & Sammons, 2016). Consequently, leadership development programs must address not only competencies but also value orientation and identity formation.

From a methodological perspective, the naturalistic approach enabled the identification of subtle discrepancies between espoused values and enacted practices by capturing real-time interactions and contextual nuances that are often overlooked in survey-based studies, thereby providing a more nuanced understanding of leadership as situated practice. In some cases, leaders expressed strong commitment to transformational values, yet observations revealed limited delegation or empowerment. Such

inconsistencies underscore the importance of examining leadership as practice rather than rhetoric (Creswell & Poth, 2018). Furthermore, the triangulation of interviews, observations, and documents enhanced the credibility of these interpretations (Denzin & Lincoln, 2018).

Overall, the findings indicate that the internalization of educational leadership theory values is a dynamic and multi-layered process shaped by the interaction of personal ethics, organizational structures, and contextual demands, requiring continuous negotiation rather than linear implementation. It requires moral conviction, structural alignment, contextual adaptation, and reflective practice (Abayomi et al, 2024). The study contributes to leadership scholarship by shifting attention from leadership styles as static categories to value internalization as an ongoing developmental process. By critically examining how theoretical ideals are translated into school management realities, this research strengthens the bridge between conceptual frameworks and authentic educational practice.

## CONCLUSIONS

In conclusion, this study demonstrates that the internalization of educational leadership theory values in secondary school management within the Indonesian context is a dynamic, reflective, and contextually mediated process, characterized by iterative negotiation between personal beliefs, institutional structures, and policy demands rather than a linear adoption of theoretical models. Leadership values such as integrity, shared vision, instructional commitment, and accountability become meaningful only when they are consistently embodied in managerial practices and daily decision-making, indicating that the effectiveness of leadership is contingent upon the alignment between espoused values, enacted practices, and organizational structures. The findings identify moral commitment as the foundational dimension of value internalization, not merely as an ethical stance but as an operational mechanism that guides consistent



decision-making, reinforces leadership credibility, and mediates the relationship between personal values and institutional expectations. Without ethical coherence between belief and action, leadership values risk remaining symbolic statements rather than transformative forces (Suarningsih et al, 2024).

The study further reveals that the alignment between instructional priorities and administrative routines is a critical determinant of effective value internalization. Leaders who intentionally restructure meetings, supervision processes, and professional development activities around teaching and learning demonstrate stronger congruence between theory and practice. However, persistent bureaucratic demands often constrain this alignment by prioritizing administrative compliance over instructional improvement, thereby creating structural tensions that require leaders to continuously negotiate between competing priorities.

Additionally, contextual factors, including policy frameworks, organizational culture, and community expectations, interact dynamically to shape how leadership values are interpreted and enacted, indicating that value internalization is a context-sensitive process influenced by both external pressures and internal organizational dynamics. Rather than applying theoretical constructs mechanically, school leaders reinterpret them in ways that resonate with local realities, integrating moral commitment with structural constraints and contextual demands to produce contextually appropriate leadership practices. This adaptive negotiation underscores that leadership theories function as guiding frameworks that require critical reflection and contextual sensitivity.

Ultimately, the study highlights that sustainable internalization of leadership values depends on reflective practice, participatory engagement, and the formation of a strong professional identity. Theoretically, this research contributes to bridging the gap between leadership theory and school management practice. Practically, the findings suggest that leadership

development programs should incorporate structured reflective practice, ethics-based training modules, and context-responsive case analysis to support the development of value-based and adaptive leadership capacities.

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