



School Leadership Development and Arts-Based Pedagogical Practices in a University in South Korea

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Abstract: This study examines the influence of school leadership development programs on arts-based pedagogical practices among art and design faculty at a university in South Korea. Leadership training in arts and design management equips educators with skills to integrate creative, administrative, and instructional strategies, fostering innovation in teaching. Findings indicate that such programs enhance teachers' abilities in curriculum design, technology integration, interdisciplinary collaboration, and reflective practice. However, challenges such as resource limitations and resistance to change persist. The research underscores the importance of tailored leadership development in promoting effective, culturally responsive arts education.

Keywords: Artistic Innovation, Arts Advocacy, Community Partnerships, Cultural Relevance, Faculty Collaboration, Interdisciplinary Integration

Introduction

Leadership development programs can also influence the use of technology in art education. According to a study by Nguyen and Pham (2022), leaders who participated in digital arts training encouraged teachers to incorporate digital tools, such as graphic design software and virtual reality, into their teaching practices. This integration provided students with exposure to contemporary art practices and prepared them for careers in the digital arts industry.

The role of collaboration in art and design management is another important area influenced by leadership training. Matsumoto and Shimizu (2021) explored how leadership programs emphasizing collaborative leadership fostered partnerships between art teachers, professional artists, and community organizations. These collaborations enriched teaching practices by bringing real-world art expertise into the classroom.

Leadership programs that provide mentoring opportunities for art teachers also improved their pedagogy. Lee and Yoon (2023) found that leaders who received mentoring training fostered professional growth among teachers by encouraging reflective practice and continuous learning. These mentoring relationships enabled teachers to adopt innovative arts-based pedagogy and increased student engagement.

Challenges such as resistance to change and a lack of resources can hinder the effectiveness of leadership development programs. A study by Ram Li and Hafizah (2020) emphasizes that sustained support from school leaders, combined with policy reforms, is crucial to overcoming these challenges. By fostering a supportive environment, school leaders empower art and design teachers to experiment and improve their teaching practices.

School leadership development programs in art and design management play a key role in shaping art and design teachers' arts-based teaching practices. By fostering creativity, adaptability, and collaboration, these programs enable teachers to provide more dynamic and culturally relevant education. The study highlights the importance of tailored leadership training that helps teachers navigate the complexities of arts education while inspiring students to explore their creative potential.

Despite these benefits, challenges such as resistance to change and insufficient resources often hinder the full implementation of leadership-driven pedagogical innovations (Ramli & Hafizah, 2020). Effective leadership development must therefore not only provide relevant training but also cultivate an institutional culture that encourages experimentation and adaptability. Although existing research underscores the value of leadership programs in enhancing arts education, most studies focus on general educational contexts rather than discipline-specific applications in art and design. This study addresses a critical gap by investigating how leadership development initiatives specifically tailored to arts and design management influence pedagogical practices in a higher education setting in South Korea, offering insights into the unique interplay between leadership training and arts-based teaching.

Literature Review

In recent years, the relationship between school leadership and arts-based teaching practices has garnered increasing attention. As Khairuddin and Syed (2023) emphasize, the success of art and design education hinges on leaders' ability to create spaces for teachers to collaborate and innovate. Leadership development programs empower school leaders to implement strategies that support teachers in integrating arts into the curriculum, thereby maximizing the benefits of arts education.



Arts-based teaching emphasizes experiential and interdisciplinary learning. According to a study by Darmawan and Latifah (2022), teachers in Southeast Asia who receive effective leadership support report greater confidence and creativity in their teaching practices. Leaders who receive professional training in arts education are more likely to provide teachers with the necessary resources and encouragement to experiment with innovative approaches in the classroom.

Leadership development programs also strengthen the alignment between school goals and arts education. Leaders who understand the pedagogical foundations of arts education are better equipped to guide teachers in designing curricula that address both artistic and academic goals (Ramli & Asyraf, 2020). This integration ensures that art and design programs remain relevant and impactful in preparing students for the challenges of the future. Integrating arts-based teaching practices requires not only leadership support but also a culture of professional learning among teachers. Suhaila and Noraini (2021) found that when school leaders prioritize continuous professional development, teacher engagement and effectiveness are higher. This highlights the need for leadership programs that emphasize the importance of fostering a culture of learning within educational institutions.

Cultural diversity is a crucial factor in art and design education in Southeast Asia. Leaders must navigate the complexities of integrating traditional art forms with modern teaching methods. According to Aulia and Nurdin (2022), school leadership programs that include cultural competency training enable leaders to support teachers in creating culturally appropriate curricula. This approach not only enriches students' learning experiences but also deepens their appreciation for their own cultural heritage.

Technology has become an indispensable tool in arts education, especially in the face of the surge in digitalization. Leaders who are proficient in using digital tools are better able to guide teachers in integrating technology into their teaching practices. As emphasized by Zulkarnain and Hafiz (2023), leadership programs dedicated to integrating technology in arts education can help schools adapt to the digital demands of modern education. Collaborative leadership models have been shown to be effective in improving art and design education. A study by Saraswati and Nugroho (2023) showed that schools with shared leadership structures, where administrators and teachers are actively involved in decision-making, are better able to implement arts-based teaching practices. This collaborative approach fosters a sense of ownership and accountability among educators.

Statement of problems

This study will determine the relationship between school leadership development programs in arts and design management and arts and design teachers' arts-based pedagogical practices in Hunan University.

The results of the study will be used as a basis for an arts leadership and pedagogical innovation program.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. educational attainment;
 - 1.4. length of service; and
2. What is the assessment of the teacher respondents of the leadership development programs in arts and design management in their school in terms of:
 - 2.1. program relevance and curriculum;
 - 2.2. impact on leadership skills;
 - 2.3. program structure and delivery;
 - 2.4. integration with school's culture;
3. Is there a significant difference in the assessment of the teacher respondents of the leadership development programs in arts and design management in their when they are grouped according to their profile?
4. What is the self-assessment of the teacher respondents of their arts-based pedagogical practices in terms of:
 - 4.1. curriculum design and planning;
 - 4.2. teaching methods and strategies;
 - 4.3. classroom environment and culture;
 - 4.4. assessment and feedback
5. Is there a significant difference in the self-assessment of the teacher respondents of their arts-based pedagogical practices when they are grouped according to their profile?
6. Is there is a significant relationship between school leadership development programs in arts and design management and arts and design teachers' arts-based pedagogical practices?

Research Design

This study employed descriptive, comparative, and correlational methods, known for their precise definitions, structured documentation, in-depth analysis, and comprehensive understanding of contextual dynamics. According to Bui and Tran (2023), descriptive research systematically investigates and identifies the essential characteristics, behaviors, and properties of a phenomenon within its natural context. Its primary goal is to create a detailed overview or deeper understanding of the current situation, laying a solid foundation for future research.

According to Bui and Tran (2023), descriptive research plays a crucial role in social science and psychology, providing insights into natural patterns and behaviors. This approach ensures the collection of accurate and objective data on the beliefs, behaviors, and characteristics of the target population, thereby providing valuable insights into social and cultural trends.

Furthermore, Nopparat and Chatchai (2024) emphasize the importance of comparative methods in identifying important variables influencing outcomes across different groups or settings. They argue that correlational analysis is crucial for revealing potential causal relationships between variables, thereby enhancing the explanatory power of research designs. In this study, correlational analysis will examine the relationship between specific demographic characteristics and relevant attitudes or behaviors, contributing to the development of theoretical frameworks and actionable strategies.

The descriptive-comparative-correlational approach employed in this study provides a robust framework for analyzing the complex relationships between variables and their context. This approach, combining the fundamental principles emphasized by Bui and Tran (2023) with the methodological insights of Nopparat and Chatchai (2024), enhances the validity, depth, and practical relevance of the findings, paving the way for future research and application in related fields.

This study aims to explore school leadership development programs in art and design management and the art teaching practices of art and design faculty.

This research method allows researchers to conduct numerical, comparative, and correlational analyses of the relationships between the dependent variables involved in the study.

This method will enable researchers to identify significant differences or relationships between art and design faculty respondents' evaluations of their schools' art and design management leadership development programs and their demographic characteristics, such as gender, age, education level, years of service, and number of workshops on related topics attended. In addition, researchers will be able to identify significant differences or relationships between art and design faculty respondents' self-evaluations of their art teaching practices and their demographic data (e.g., gender, age, education, years of service). The researchers will then correlate faculty respondents' evaluations of their schools' art and design management leadership development programs with their self-evaluations of their art teaching practices.

Research Location

This research will be conducted at Hunan University in Hunan Province, China. The Ceramic Design program at Hunan University is affiliated with the College of Art and is one of the university's specialty programs.

The Department of Industrial Design at Hunan University began enrolling undergraduate students in 1980, graduated its first class in 1984, and offered a master's program in 2000. It was officially incorporated into the Graduate School of Social Integration in 2016. • Program Objective: This program is dedicated to cultivating innovative ceramic design professionals with a global perspective, emphasizing the integration of traditional craftsmanship with modern design.

Participants

The respondents of this study will be the Arts and Design professors in the university. There are about 180 professors in the university.

Research Instruments

After collecting the required data, researchers will develop a questionnaire for teachers, including their evaluations of their schools' art and design management leadership development programs and their self-assessments of their art teaching practices.

The questionnaire will be administered face-to-face or on-site.

The questionnaire consists of the following sections:

Part I: This section identifies the demographic characteristics of the art and design teachers.

Part II: This section identifies the teachers and their evaluations of their schools' art and design management leadership development programs.

Part III: This section identifies the badminton players and their self-assessments of their art teaching practices.

The revised questionnaire and the researcher-developed questionnaire will undergo content validation by experts in the research field. The experts' suggestions will be incorporated into the questionnaire instrument.

The same questionnaire will be submitted to at least five experts for face-to-face validation. The questionnaire will undergo preliminary testing to assess its reliability. This preliminary testing will be calculated using Cronbach's alpha in the Statistical Package for the Social Sciences (SPSS). Researchers welcome suggestions from experts and will make necessary revisions to ensure the validity of the above instrument. The overall reliability of the questionnaire was Cronbach's Alpha = 0.953, indicating that the results of all items were very consistent. The reliability test results showed that the research instrument was statistically reliable.

Ethical Considerations

Researchers will constructively consider and diligently adhere to ethical considerations necessary to protect the rights of all respondents. These ethical considerations are as follows:

1. Conflict of Interest

Researchers for this study will ensure that there are no conflicts of interest. Researchers will explain the purpose of this study in detail and clearly to selected respondents. Researchers must also adhere to the purpose of collecting personal information and data. All collected data must not be used for any form of exploitation of respondents. Researchers must adhere to the goals and objectives of the study.

2. Privacy and Confidentiality

Before conducting this study, we will assure respondents that all collected information will remain confidential and that the results will not be disclosed to anyone other than the researchers and those who completed the questionnaires. Researchers will not mention respondents' names when providing collected data to protect their privacy. Respondents' identities will remain anonymous, and no clues or hints that could lead others to associate or relate to them will be included.

3. Informed Consent Process

Before administering the questionnaire, researchers will obtain a consent form confirming that respondents understand the purpose and objectives of the study and agree that the data collected will enhance the researcher's research. Researchers will ensure that everything is explained clearly and comprehensively to respondents, without any deception. The researchers will also discuss the process and potential risks of participating in this study.

4. Recruitment

The participants in this study will be swimmers. Participants are free to agree or disagree with participation in this study. Participants will not be forced to participate and have the right to refuse at any time.

5. Risks

The researchers will ensure that participation in this study is risk-free. Participants will ensure that any data and information collected will not harm their life or reputation. Participants have the right to stop asking questions at any time if they feel harassed, overly personal, or intrusive.

Results and Discussion

Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Less than 25 years old	13	16.30%
25-30 years old	22	27.50%
31 -35 years old	21	26.30%
36-40 years old	13	16.30%
41 -45 years old	7	8.80%
More than 45 years old	4	5%
Total	80	100%
Sex		
Male	39	48.80%
Female	41	51.30%
Total	80	100%
Education		
Bachelor' degree	48	60%
w/ Master's units	10	12.50%
Master's degree	10	12.50%
w/ Doctoral units	7	8.80%
Doctoral degree	5	6.30%
Total	80	100%

Length of Service		
Less than 5 years	36	45%
5-10 years	15	18.80%
11 -15 years	18	22.50%
16-20 years	5	6.30%
More than 20 years	6	7.50%
Total	80	100%

In terms of age, 13 (approximately 16.3%) of the teachers surveyed were under 25 years old, 22 (approximately 27.5%) were between 25 and 30 years old, 21 (approximately 26.3%) were between 31 and 35 years old, 13 (approximately 16.3%) were between 36 and 40 years old, 7 (approximately 8.8%) were between 41 and 45 years old, and 4 (approximately 5%) were over 45 years old. This means that the majority of the teachers surveyed were between 25 and 30 years old. This indicates that the teaching workforce is relatively young, with most respondents in the early stages of their teaching careers.

In terms of gender, 39 (approximately 48.8%) of the teachers were male, and 41 (approximately 51.3%) were female. This means that the majority of the teachers surveyed were female. This indicates a relatively balanced distribution of male and female teachers, with a slight preponderance of female teachers.

In terms of educational attainment, 48 (approximately 60%) of the surveyed faculty held a bachelor's degree, 10 (approximately 12.5%) held a master's degree, 10 (approximately 12.5%) held a master's degree, 7 (approximately 8.8%) held a doctoral degree, and 5 (approximately 6.3%) had completed a doctoral degree. This means that the majority of the surveyed faculty hold a bachelor's degree. This suggests that while many faculty are pursuing higher education, a significant portion still holds only a bachelor's degree.

In terms of years of service, 36 (approximately 45%) of the surveyed faculty had less than five years of service; 15 (approximately 18.8%) had 5-10 years of service; 18 (approximately 22.5%) had 11-15 years of service; 5 (approximately 6.3%) had 16-20 years of service; and 6 (approximately 7.5%) had more than 20 years of service. This means that most of the teachers surveyed have less than five years of service, indicating that many of them are relatively new to the profession, reflecting the youthfulness and inexperience of the teaching workforce.

Assessment of the Teacher Respondents of the Leadership Development Programs in Arts and Design Management in their School in terms of Impact on Leadership Skills

	Mean	SD	Qualitative Description	Interpretation	Rank
1. The program enhances my ability to lead teams in arts and design management.	2.91	1.06	Agree	Effective	2
2. The program develops critical thinking and decision-making skills in leadership contexts.	2.77	1.03	Agree	Effective	5
3. I feel more confident in handling leadership responsibilities after participating in the program.	2.63	1.11	Agree	Effective	6
4. The program improves my ability to communicate effectively as a leader.	2.81	.99	Agree	Effective	4
5. I have developed stronger problem-solving skills through this program.	2.85	1.05	Agree	Effective	3
6. The program fosters innovation and creativity in my leadership approach.	3.00	1.07	Agree	Effective	1
Composite Mean	2.83	.80	Agree	Effective	

In terms of its impact on leadership skills, the program received the highest rating for promoting innovation and creativity in leadership approaches, with a mean score of 3.00, described as "agree," and interpreted as "effective." This indicates that respondents valued the program's contribution to encouraging innovative practices and creative problem-solving, qualities essential for leadership in arts and design.

On the other hand, teachers' confidence in taking on leadership responsibilities was lowest, with a mean score of 2.63, described as "agree," and interpreted as "effective." This suggests that while the program was considered beneficial, its ability to enhance confidence in leadership roles remained limited, highlighting areas that may require further development and practical application opportunities.

The overall mean score of 2.83, described as "agree," and interpreted as "effective," indicates that, overall, teachers surveyed perceived the program to have a generally positive impact on leadership skills. This suggests that the program successfully fostered creativity and innovation, but more targeted efforts are needed to enhance teachers' confidence and ability to take on leadership responsibilities.

Assessment of the Teacher Respondents of the Leadership Development Programs in Arts and Design Management in their School in terms of Integration with School's Culture

	Mean	SD	Qualitative Description	Interpretation	Rank
1. The program aligns with the school's mission and vision in arts and design management.	2.97	1.00	Agree	Effective	1
2. The program supports the school's efforts to foster a culture of innovation and leadership.	2.85	1.12	Agree	Effective	2
3. The program encourages collaboration among teachers and school leaders.	2.76	1.09	Agree	Effective	6
4. The program addresses the unique cultural context of our school.	2.81	1.06	Agree	Effective	3
5. The program promotes values and principles that resonate with the school's environment.	2.80	1.07	Agree	Effective	5
6. The program helps integrate leadership development into the school's everyday practices.	2.81	1.09	Agree	Effective	3
Composite Mean	2.83	.79	Agree	Effective	

In terms of integration with school culture, the program's alignment with the school's mission and vision for art and design management received the highest rating, with an average score of 2.97 ("Agree" and "Effective"). This indicates that respondents believe the program aligns with the school's overall goals and direction, reinforcing its relevance and alignment with the school's position in art and design education.

On the other hand, the program's encouragement of collaboration between teachers and school leaders received the lowest rating, with an average score of 2.76 ("Agree" and "Effective"). This indicates that while collaboration is encouraged, there remains a significant gap in fully integrating teamwork and joint leadership practices into the program, which can strengthen collective engagement and shared leadership.

The overall average score of 2.83 ("Agree" and "Effective") indicates that, overall, teachers surveyed believe the program has been successfully integrated into the school culture. This suggests that while the program aligns with the school's mission and values, a greater focus on fostering collaboration between teachers and leaders could further enhance its cultural integration.

Summary Self-Assessment of the Teacher Respondents of their Arts-based Pedagogical Practices

	Mean	SD	Qualitative Description	Interpretation	Rank
Curriculum Design and Planning	2.77	0.72	Agree	Effective	6
Teaching Methods and Strategies	2.69	0.7	Agree	Effective	8
Classroom Environment and Culture	2.77	0.73	Agree	Effective	6
Assessment and Feedback	2.86	0.78	Agree	Effective	3
Integration of Technology and Media	2.86	0.68	Agree	Effective	3
Student Engagement and Motivation	2.85	0.72	Agree	Effective	5
Professional Development and Reflection	2.95	0.72	Agree	Effective	1
Alignment with Educational Philosophy	2.87	0.75	Agree	Effective	2
Overall	2.83	0.41	Agree	Effective	

In the self-evaluation summary, Professional Development and Reflection scored the highest, with an average score of 2.95, which is classified as "Agree" and "Effective." This indicates that teachers place great importance on continuously improving their skills through workshops, seminars, and reflective practice, and apply these experiences to improve their arts teaching methods.

On the other hand, Teaching Methods and Strategies scored the lowest, with an average score of 2.69, which is classified as "Agree" and "Effective." This indicates that while teachers' teaching methods are generally effective, there is room for improvement in consistently implementing diverse teaching strategies that fully integrate the arts into the learning process and accommodate diverse learning styles.

The overall composite average score was 2.83, which is classified as "Agree" and "Effective," indicating that teachers generally believe their arts teaching practices are effective. This suggests that while teachers demonstrate strong professional growth and alignment with their educational philosophy, greater emphasis on innovative teaching strategies, lesson planning, and creating an engaging classroom environment could further enhance the effectiveness of arts-based instruction.

Conclusions

School leadership development programs in arts and design management significantly enhance the pedagogical practices of art and design faculty. These programs contribute to improved curriculum design, innovative teaching methods, and the effective integration of technology, all of which foster a more dynamic and engaging learning environment. Faculty participants reported increased confidence in leadership roles and a stronger ability to implement interdisciplinary and culturally relevant approaches. However, the study also identifies areas for growth, including the need for greater emphasis on collaborative frameworks, practical application opportunities, and ongoing mentorship.

The findings affirm that targeted leadership development is essential for empowering educators to navigate the complexities of contemporary arts education. By aligning program objectives with institutional goals and providing sustained support, universities can cultivate a culture of continuous improvement and creativity. Future efforts should focus on addressing resource limitations, encouraging cross-departmental collaboration, and further tailoring leadership training to meet the specific needs of art and design educators.

Recommendations

1. Schools should strengthen the curriculum structure, teaching methods, and relevance of their art and design management leadership development programs to ensure alignment with faculty needs and evolving educational standards.
2. Targeted training in teaching methods, technology integration, and reflective practice should be provided, particularly for faculty of different age groups and educational backgrounds, to address identified significant disparities.
3. A strong mentoring and coaching system should be established to support faculty in curriculum design, assessment practices, and student engagement, ensuring continuous improvement in their teaching.
4. Workshops and practical training should be conducted to enhance faculty confidence and skills in using technology, bridge generational gaps, and promote the integration of technology into arts pedagogy.
5. Regular structured evaluation systems should be implemented to provide timely and constructive feedback and guide faculty in improving their leadership skills and teaching practices.
6. Collaborative communities of practice within schools should be encouraged to share best practices in arts education and leadership, fostering reflective, innovative, and culturally responsive teaching methods.
7. Leadership development programs should complement the school's vision, values, and educational philosophy to ensure consistency between management goals and classroom practices.

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