

**Effects of the Demographic Characteristics and Physical Exercises on  
Elementary School Teacher's Job Satisfaction**

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The objective of this study was to examine the effect of demographic characteristics and physical exercise on elementary school teacher's job satisfaction. A survey design was used in the current study. The sample consisted of 186 elementary school teachers from two towns of District Lahore. Statistical Package for the Social Sciences was used to analyze the data in the form of frequency, standard deviation, and percentages. The findings indicated that gender has no effect on elementary teachers' job satisfaction. The qualification of teachers was not significantly associated with teachers' job satisfaction. The experience effected teacher's job satisfaction. The physical exercises were significantly associated with teachers' job satisfaction. It was concluded from the findings that gender and subject of teaching had no effect on elementary teachers' job satisfaction. It was recommended that elementary school teacher's physical exercise sessions be given due consideration in the school induction as it showed an association with teachers' job satisfaction.

**Keywords:** job satisfaction, elementary level, students' achievement, physical exercise, teacher

Job satisfaction is allied with an employee's perception of the soothing effects that are to be provided by the job they pursue. Job satisfaction always remains an area of concern in developing countries. Pakistan is a developing country in the world. There is little work on the role of demographic characteristics and physical exercise on elementary school teacher's job satisfaction in the government sector of Pakistan. The first and foremost prerequisite for a professional like a teacher is the qualification that affects their job satisfaction. Teacher has to be abreast with the latest knowledge because knowledge inflation is becoming graver. As to teacher characteristics, female

teachers, teachers with more exposure to professional development and more efficacious teachers tended to have higher levels of job satisfaction (Toropova et al., 2021). Similarly, physical exercise plays a vital role in keeping the body fit both physically and psychologically. In order to achieve organizational objectives, many organizations have started to emphasize the importance of employees in organizational performance (Naeem, Jamal & Riaz, 2017).

Job satisfaction is a result of an employee's perception of how well their job provides those things that are viewed as important (Mitchell & Larson, 1987). Several related attitudes are also represented by job satisfaction. These attitudes are essential features of a job from which people get their effective responses, for example, the pay, work itself and promotion of employees' opportunities (Luthans, 2006). Job satisfaction always remains a focused area of research in developing countries (Papanastasiou & Zembylas, 2006). It is ever found to be a hot topic of discussion among practitioners and researchers in different fields such as education, public administration, and management (Kim, 2005).

There are many factors associated with the teacher's job satisfaction, some important of them are job expectations (Perrachione, Rosser & Petersen, 2008), teacher qualification and continuing education (Perrachione, Rosser & Petersen, 2008; Xin & MacMillian, 1999), years of experience, teacher's age, and issues outside the school (Billingsley & Cross, 1992; Xin & MacMillian, 1999), as well as feedback and support systems (Perrachione, Rosser & Petersen, 2008). There is supervisory leadership related to the job satisfaction of teachers. Some of the factors cannot be changed administratively, such as teachers' age, years of teaching experience, and issues outside the atmosphere of the school (Billingsley & Cross, 1992; Xin & MacMillian, 1999). On the other side, administrative factors like feedback, support system, and leadership can be changed to improve the job satisfaction. Need/content theories highlight specific requirements like shelter, food, and rest and values like achievement, recognition, and respect as related to job satisfaction (Herzberg, 1966). A situational model depicts that the interaction of variables like job characteristics, organizational characteristics, and individual characteristics affect job satisfaction (Glassman, McAfee & Quarstein, 1992). The job characteristics include the nature of the work and organizational characteristics including the infrastructure of the organization, leadership, promotion criteria, and facilities. A research study indicated that job satisfaction may be computed from two main parameters such as situational occurrence and situational characteristics (Glassman, McAfee & Quarstein, 1992). Prior to joining a job, the employee's access to the job is evaluated out of situational characteristics including pay, working time, conditions, and promotion criteria. A theory of human needs is based on a hierarchical model which starts from lower order needs (from bottom) and passes on to higher order needs (at top). These

## ELEMENTARY SCHOOL TEACHER'S JOB SATISFACTION

needs are physiological needs (lowest needs), safety and security needs, love needs, esteem needs, and self-fulfillment (top needs) (Maslow, 1954).

Qualification of the teacher is a fundamental parameter that affects their job satisfaction. Several studies focused on this parameter and established different conclusions. Teachers that have higher academic qualifications and training had higher order job satisfaction in comparison to their colleagues with lesser qualifications and training (Xin & MacMillian, 1999). A study investigated that personnel with high qualifications in terms of advanced academic degrees and professionalism had a better attitude to job satisfaction than less qualified people (Perrachione, Rosser & Petersen, 2008). There is a gap in knowledge regarding whether demographic characteristics and physical exercise can improve the job satisfaction of elementary school teachers in Pakistan. Hence, a survey study was conducted to investigate the effects of demographic characteristics and physical exercise on elementary school teacher's job satisfaction.

### **Objectives of the Study**

The following objectives were established to conduct this study:

- To investigate the effects of gender, age, qualification, promotion, and teaching experiences on teachers' job satisfaction.
- To investigate the effects of physical exercise on teachers' job satisfaction.

### **Research Questions**

This study answered the following research questions.

- What are the effects of gender, age, qualification, promotion, and teaching experiences on teachers' job satisfaction?
- What are the effects of physical exercise on teachers' job satisfaction?

## **Method**

### **Design of the study**

The current study was descriptive and quantitative in nature based on the survey of the opinions of elementary school teachers

### **Participants**

The teachers of elementary schools belonging to district Lahore were the participants of the study, they had the freedom for selection as a participant of the study or not. The confidentiality of the provided information was ensured by the researcher regarding the privacy and dignity of the participants. The full assurance regarding their names and their school names were kept in confidentiality. The researchers did not expose participants' information that was divulging their individual identity without the participants' permission.

### Population

The population of the current study consisted of Government high schools in the city of Lahore. There were about 333 government high schools in the city of Lahore. Lahore city has been bifurcated into zones like; Shalimar town, Ravi town, Wagha town, Aziz Bhatti town, Data Gung Bukhsh town, Samanabad town, Allama Iqbal town, Nishtar town, Gulberg town. The total elementary teachers were 3073 out of which 899 teachers were male, whereas 2174 were female teachers.

### Sample

According to Singh (2007), a sample is a set of target respondents selected out of a larger population for survey. It is a smaller group of the total population but fully representative of the characteristics of the population (Cohen, Manion & Morrison, 2007). Researchers managed to select a sample of government elementary school teachers, both boys and girls from Samanabad town and Allama Iqbal town. Researchers selected 30% of the schools at random out of the available lot. The bifurcated sample over the towns and as per male and female stratification is being shown in **Table 1**.

**Table 1**

*Revealing the Distribution of Sample over Samanabad and Allama Iqbal Towns*

Towns	Male teachers	Female teachers
Samanabad town	132	150
Allama Iqbal town	130	191
Total Teachers	262	341

### Sample size

Total population of male and female teachers was 603 distributed over two towns. Out of which, a sample size of 186 elementary school teachers, both boys and girls, was selected for the research purpose.

### Development of a questionnaire/instrumentation

The researchers reviewed the survey questionnaire by Crawford (2017) that was already validated and made reliable, but the researchers did an exploratory space work to ascertain the parameters to be explored upon. A list of items was presented to the experts to pick up the items which were found to be associated with the job satisfaction of elementary school teachers performing their teaching duties in the Lahore city towns like Samanabad and Allama Iqbal Towns. The current study was based on the survey of opinions of elementary school teachers for which a rating scale was developed having 20 items organized under four sub categories of variables addressing to job satisfaction dimensions viz. promotions, extra duties, incentives, and physical exercise. These variables are four in number, having an association with job satisfaction of

## ELEMENTARY SCHOOL TEACHER'S JOB SATISFACTION

teachers, further distributed over 5 items. Each item was rated on a three-point scalesuch as disagree, neutral, or agree.

### Data analysis

For quantitative analysis, the statistical package for social sciences was used to determine the frequency, standard deviation, and percentages. The collected data were evaluated, organized, and processed for differential and inferential statistics to address the objectives.

### Results

The frequency analysis of socio-demographic characteristics of participants is explained in Table 2.The sample consisted of 87 (46.8%) males and 99 (53.2%) females. Out of a total 186 participants, the majority were between the age of 30 to 40 years. The level of education of the majority participants was M.Phil. There was no participant in the sample who had completed PhD degree. Regarding teaching experience, 22 (11.8%) had experience between 1 to 3 years, 41 (22%) between 4 to 6, 73 (39.2%) between 7 to 10 and 50 (26.9%) over 10 years of experience.

**Table 2**  
Socio-demographic Characteristics of Participants

Variables	Frequency	Percentage
Gender		
• Males	87	46.8
• Females	99	53.2
Age		
• Under 30	74	39.8
• 30-40	77	41.4
• 40-50	24	12.9
• Over 50	11	5.9
Qualification		
• Matric	1	0.5
• Bachelor	14	7.5
• Master	124	66.7
• M.Phil	47	25.3
• PhD	0	0
Experience of teaching		

•	1-3 Year	22	11.8
•	4-6 Year	41	22.0
•	7-10 Year	73	39.2
•	over 10 year	50	26.9
Total		186	100

The frequency analysis of promotion and extra duties is explained in Tables 3 and 4, respectively. Table 4 shows that extra duties are very frequently entered into the duty roster is answered by 105 (56.5%) respondents. On being asked, 135 (72.6%) went in affirmation to the statement that extra duties are mostly painful and distressing to them. A categorically clear majority 151 (81.2%) said that the extra duties/assignments disturb their routine teaching tasks. It is supported by 133 (71.5%) respondents that the curriculum cannot be covered in time due to extra duties. It is said by 113 (60.8%) respondents that extra duties most of the time go beyond their capacity and tasks.

**Table 3**

*Frequency Analysis of Promotion. Values in Parenthesis Show Percentages*

Questions	Disagree	Neutral	Agree
Q1.Promotion always remains timely.	65 (34.9)	24 (12.9)	97 (52.2)
Q2.Promotions in our scenario are made on merit.	37 (19.9)	18 (9.7)	131 (70.4)
Q3.Deservings are given promotion on time.	59 (31.7)	24 (12.9)	103 (55.4)
Q4.The procedures we come across for promotion are methodological.	54 (29)	43 (23.1)	89 (47.8)
Q5.The procedures we come across as a teacher are soothing and satisfying.	42 (22.6)	21 (11.3)	123 (66.1)

**Table 4**

*Frequency Analysis of Extra Duties. Values in Parenthesis Show Percentages*

Questions	Disagree	Neutral	Agree
Q1.These duties are very frequently entrusted	58 (31.2)	23 (12.4)	105 (56.5)
Q2.Extra duties are mostly painful and distressing.	31 (16.7)	20 (10.8)	135 (72.6)
Q3.These assignments disturb the routine teaching tasks.	29 (15.6)	06 (3.2)	151 (81.2)
Q4.The curriculum cannot be covered in time due to extra	43	10	133

ELEMENTARY SCHOOL TEACHER’S JOB SATISFACTION

duties.	(23.1)	(5.4)	(71.5)
Q5.These duties are most of the time beyond our capacity and tasks.	40 (21.5)	33 (17.7)	113 (60.8)

Table 5 explains the frequency analysis of incentives. Table 5 shows that incentives in the shape of appreciation letters for best performance are issued to the teachers and were answered by 91 (48.9%) respondents. On being asked, 80 (43.4%) went in affirmation to the statement that incentives in the shape of cash prizes are offered to teachers for showing good results. Some categorically clear majority participants 92 (49.5%) said that out of turn promotions as incentives are not granted to outstanding teachers. It is supported by 121 (65.1%) respondents that teachers are normally entrusted the subjects of teaching of their choice. It is said by 104 (55.9%) respondents that the time table is allocated to teachers on rotation.

**Table 5**

*Frequency Analysis of Incentives.Values in Parenthesis Show Percentages*

<b>Questions</b>	<b>Dis agr ee</b>	<b>Ne utr al</b>	<b>Agr ee</b>
Q1.Appreciation letters for best performance are issued to the teachers.	85 (45.7)	10 (5.4)	91 (48.9)
Q2.Cash prizes are offered for showing good results.	93 (50.0)	13 (7.0)	80 (43.0)
Q3.Out of turn, promotions are granted to outstanding teachers.	92 (49.5)	20 (10.8)	74 (39.8)
Q4. Teachers are normally entrusted the subjects of teaching of their choice.	47 (25.3)	18 (9.7)	121 (65.1)
Q5. Time table is allocated to teachers on rotation; the one who followed the hard time will be given a convenient time on the change of session.	48 (25.8)	34 (18.3)	104 (55.9)

Table 6 explains the frequency analysis of physical exercise. Performing physical exercise at school only keeping the body fit was answered by 108 (58.1%) majority participants. A categorically clear majority 90 (48.4%) said that performing physical exercise at school may serve as a role model for the students.

Table 7 explains the effects of socio-demographic characteristics of participants on teachers' job satisfaction. The average percentage of satisfaction (agree) with each category of socio-demographic variables is given in Table 7. It is observed that gender has no significant association with teachers' job satisfaction. There is an approximately an equal percentage of males (51.7%) and females (53.5%) agreeing with the process of promotion. There is no significant difference between males and females about the decision towards teachers' job satisfaction. Age has a significant association with teachers' job satisfaction. Teachers with the age between 30 and 40 are less satisfied than for other levels of age. Qualification of teachers is not significantly associated with teachers' job satisfaction, but the experience has an effect on the teacher's job satisfaction.

**Table 6**

*Frequency Analysis of Physical Exercise. Values in Parenthesis Show Percentages*

Questions	Disagree	Neutral	Agree
Q1. Performing physical exercise at school only keeps the body fit.	47 (25.3)	31 (16.7)	108 (58.1)
Q2. The words of praise are used for those teachers performing physical exercise at school.	45 (24.2)	29 (15.6)	112 (60.2)
Q3. The performance of physical exercise at school may serve as a role model for the students.	69 (37.1)	27 (14.5)	90 (48.4)
Q4. Teachers are given a time to perform physical exercise at school.	86 (46.2)	22 (11.8)	78 (41.9)
Q5. Teachers are given handouts as a guideline to perform the physical exercise.	74 (39.8)	34 (18.3)	78 (41.9)

**Table 7**

*Distribution of Socio-Demographic Characteristics on Teacher's Job Satisfaction. Values in parentheses show P-values obtained from Chi-square test of association*

Variables	Promotion	Extra duties	Incentives	Physical exercises
Gender	(0.839)	(0.072)	(0.698)	(0.459)
• Males	51.7	60.9	37.9	40.2
• Females	53.5	74.7	38.4	41.4



## ELEMENTARY SCHOOL TEACHER'S JOB SATISFACTION

Age		(0.005)	(0.002)	(0.062)	(0.093)
•	Under 30	51.4	71.6	33.8	44.6
•	30-40	49.4	68.8	32.5	29.9
•	40-50	66.7	70.8	62.5	50
•	Over 50	54.5	36.4	54.5	72.7
Qualification		(0.051)	(0.041)	(0.449)	(0.692)
•	Matric	100	100	100	100
•	Bachelor	14.3	50	42.9	28.6
•	Master	53.2	72.6	37.1	39.5
•	M.Phil	61.7	61.7	38.3	46.8
•	PhD	--	--	--	--
Experience of teaching		(0.056)	(0.003)	(0.000)	(0.016)
•	1-3 Year	36.4	59.1	31.8	36.4
•	4-6 Year	63.4	75.6	29.3	39
•	7-10 Year	46.6	72.6	26	28.8
•	Over 10 year	60	60	66	62

Table 8 explains the effect of gender on teachers' job satisfaction. It is observed from Table 8 that gender has no significant effect on teachers' job satisfaction ( $p > 0.05$ ). Mean differences between males and females are very low, which resulted in a small t-test value.

**Table 8**

*Effect of Gender on Teachers' Job Satisfaction Using Independent Sample T-Test*

Variables	Promotion	Extra duties	Incentives	Physical exercise
Mean difference	0.040	-0.168	0.064	-0.116
t-test	0.414	-1.86	0.591	-1.194
P-values	0.679	0.064	0.555	0.234
95% CI	(-.15,.23)	(-.35,.01)	(-.15, .28)	(-.31, .08)

Table 9 explains the effect of age on teachers' job satisfaction. It is observed from Table 9 that age has a significant effect on teachers' job satisfaction ( $p < 0.05$ ).

**Table 9***Effect of Age on Teachers' Job Satisfaction Using One-Way ANOVA*

<b>Variables</b>	<b>Promotion</b>	<b>Extra duties</b>	<b>Incentives</b>	<b>Physical exercises</b>
F-test	4.571	4.415	4.099	4.147
P-values	0.098	0.048	0.092	0.007

Table 10 explains the effect of qualification on teachers' job satisfaction. It is observed from Table 10 that qualification has a significant effect on teachers' promotion.

**Table 10***Effect of Qualification on Teachers' Job Satisfaction Using One-Way ANOVA*

<b>Variables</b>	<b>Promotion</b>	<b>Extra duties</b>	<b>Incentives</b>	<b>Physical exercises</b>
F-test	3.394	0.182	1.568	1.087
P-values	0.019	0.318	0.199	0.356

Table 11 explains the effect of experience on teachers' job satisfaction. It is observed from Table 11 that experience has a significant effect on teachers' promotion, incentives, and physical exercise.

**Table 11***Effect of Experience on Teachers' Job Satisfaction Using One-Way ANOVA*

<b>Variables</b>	<b>Promotion</b>	<b>Extra duties</b>	<b>Incentives</b>	<b>Physical exercises</b>
F-test	3.562	1.660	6.624	5.100
P-values	0.015	0.177	0.000	0.002

### **Discussion**

There were more females (53.2%) than males (46.8%) in the sample. The experience of teaching of the majority school teachers was 7 to 10 years. The qualification of the majority school teachers was a master degree. The majority school teachers were agreed with the statement of promotion such as promotions in our scenario are made on merit (70.4 %), the procedures are methodological (47.8%), soothing and satisfying (66.1%). The results reported that gender had no significant association with teachers' job satisfaction. There were approximately an equal percentage of males (51.7%) and females (53.5%) who were satisfied

## ELEMENTARY SCHOOL TEACHER'S JOB SATISFACTION

with the process of promotion. In line with the above-mentioned results, a research study reported that men and women reported equal satisfaction (Clark, Oswald & Warr, 1996). In contrast to the above, a survey reported that male teachers have a lower level of job satisfaction than that of females (Watson, Hatton, Squires & Soliman, 1991). A research study identified that age factor was linked to job satisfaction (Siu, Spector, Cooper & Donald, 2001). There is an inconsistent association between gender and job satisfaction in the current study. The current study results reported that the teachers with age between 40 and 50 years were more satisfied than for other levels of age. In line with the above-mentioned results, a study concluded that older teachers had higher levels of their job satisfaction (Billingsley and Cross, 1992).

The results of the current study reported that the qualification of teachers was not significantly associated with job satisfaction of elementary school teachers. This finding, however, contrasts with a study which reported that advanced degrees and teachers' professional development are significantly associated with teachers' job satisfaction (Perrachione, Rosser & Petersen, 2008). The results of the current study reported that performing physical exercise at school, keeping the body fit, and serving as a role model for the students was agreed by the majority school teachers.

In the current study, the majority of school teachers went on the opinion that the teachers are normally entrusted the subjects of teaching of their choice and the time table is allocated to teachers on rotation; the one who followed the hard time will be given a convenient time for the change of session. In the current study, the majority of school teachers went on affirmation with the statement that extra duties are mostly painful and disturb their routine. According to Maslow (1943), teachers and other employees always intended to satisfy their esteem needs. Generally speaking, overloaded extra duties like paperwork badly affect the job satisfaction of teachers and had a negative impact on the satisfaction (Billingsley & Cross, 1992; Perrachione, Rosser & Petersen, 2008). It was observed that conflicting roles and conflicting behaviors of seniors regarding assigning of duties cause lesser commitment and job satisfaction (Billingsley & Cross, 1992).

The results of the current study reported that the experience presented a positive effect on the job satisfaction of elementary school teachers. More teaching experience has been shown more satisfaction level with teaching roles than teachers that have less experience (Akhtar, 2000; Sari, 2004).

### **Conclusion**

It was concluded from the findings that there were more females than males. It was concluded that gender had no effect on job satisfaction of elementary school teachers. The age and experience of teaching resulted in a significant effect on job satisfaction of elementary school teachers. However, the qualification of teachers was not significantly associated with teachers' job satisfaction. Extra duties are mostly painful and disturb the routine tasks. In the current survey, the majority of school teachers were satisfied with the promotion criteria. It was concluded from the results that the age, qualification of teachers, and experience of teaching had a major effect on the job satisfaction of elementary school teachers.

### **Recommendation**

It is recommended that special attention should be given to the elementary school teacher's qualification, because the qualification of teachers has shown a positive role in the results of students. Future research work should focus on rural elementary school teachers' satisfaction. The Government should provide time-bound criteria for teachers' promotion for satisfaction of teachers. The Government should focus on the elementary school teacher's physical exercise sessions in the schools to keep them fit and satisfied.

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