



Relationship Between Job Satisfaction and Commitment Among Secondary School Counsellors in Anambra State

Ada Anyamene,¹ Chinyelu Nwokolo,² Ezeani Maritha ³ & Uzoekwe Helen⁴

^{1,2,4}Department of Guidance and Counselling,
Faculty of Education
Nnamdi Azikiwe University, Awka.

³Teacher Counsellor, Community Secondary School Umunya, Oyi L.G.A

<http://doi.org/10.5281/zenodo.3825881>

Abstract

The study was conducted to determine the relationship between job satisfaction and job commitment among secondary school Guidance Counsellors in Anambra State. Three research questions and One null hypotheses guided the study. Correlational research design was adopted by the researcher. A total of 188 secondary school Guidance Counsellors formed the population of the study. The whole population of 188 Guidance Counsellors were used for the study, hence no sampling was done. The instruments used for data collection were: Job Satisfaction Questionnaire (JSQ) and Job Commitment Questionnaire (JCQ). The researcher used Cronbach alpha method to determine the reliability coefficient value of each and the values were $r = 0.68$ for JSQ and 0.70 for JCQ. Summated scores was used for answering the research questions 1 and 2, while Pearson Product Moment Correlation Coefficient was used to answer research question 3, t -test of significance of relationship were used in testing of the hypothesis. The findings of the study showed among others, that secondary school Guidance Counsellors in Anambra State are satisfied and committed to their job and that significant relationship existed between job commitment of male and female Guidance Counsellor. The researcher also made some recommendations which include among others; designing counselling job in such a way that it will be more challenging and offer opportunities for counsellors to take responsibilities of their job outcomes.

Keywords: Job Satisfaction, job commitment, school counsellors

Introduction

In today's competitive world every organization faces new challenges as regards sustained productivity and creating committed workforce. Every organization has aims or objectives which it sets out to achieve. For organizations to achieve their desired goals, they must need the cooperative efforts of persons who form the productive base or workforce. No organization therefore can perform at peak levels unless each employee is committed to the organizations

objectives. These employees join the organization with certain motives which they equally hope to realize while performing their various tasks in the organization. The extent to which an employee's motives or needs are met in the work place impact so much on the employee's work behaviour (Subba, 2000). How employees feel about the work they are doing and the results received from that work directly impact on their performance and their job satisfaction (Millian & Czaplewski, 2008).

Job satisfaction according to Ivancevich and Matteson (2002) is an individual's total feeling about his job and attitudes he has towards various aspects or facets of his job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organization. Sempane, Rieger and Roodt (2002) see job satisfaction as the result of individuals' perception and evaluation of their job influenced by their own unique values, needs and expectations, which they regard as being important to them. Rothman and Coetzer further defines job satisfaction as the reaction to a job, arising from what an individual seeks in a job in comparison with the actual outcomes that the job provides to the individual. Rothman and Coetzer (2002), nevertheless contend that job satisfaction among employees is an indicator of organizational effectiveness, and it is influenced by organizational and personal factors such as organisational commitment to set goals, workers incentives, job involvement, job commitment, and job satisfaction. Most employers realize that the optimal functioning of their organization depends in part on the level of job satisfaction of employees, hence the emergence of the statement, satisfied employees are happy employees, happy employees are productive and successful (Sarri & Judge, 2002).

For performance to be optimal, an employee's full potential is needed at all levels in organization. This emphasizes the importance of job satisfaction. In other words, employees who are dissatisfied are likely to be less committed and less productive.

Job commitment according to Ayers (2008) is a measurable degree of an employee's positive or negative emotional attachment to their job, colleagues and organization which profoundly influences their willingness to learn and perform at work. Armstrong (2009) sees job commitment as occurring when people at work are interested or positively excited about their jobs and are prepared to go extra mile to get them done to the best of their ability.

Morrow (2000) sees job commitment as characterized by attitude and behaviour, while Miller (2003) describes an attitude as evaluative statements or judgments – either favourable or unfavourable – concerning a phenomenon. In view of the above, employees who evaluate or perceive their job favourably, that is, in terms of meeting their needs tend to engage in behaviours that foster or support it, and employees who evaluate their job unfavourably tend to engage in behaviours that hinder or oppose it (Eagly & Chacken, 2001). From the above logic, employees' attitude to their job should be related to their behaviours on the job, the most central of which is commitment to the job. Committed employees are likely to manifest positive behaviour towards their job. They are more likely to perform beyond the call of duty to meet the clients' needs and the demands of the entire society. Commitment to the institution in Education manifests itself in

identifying with the school, feeling like part of the school, and loyalty to the school (Glickman, 2003).

School as an organization employs people in order to use them realize its own goals which include among others the production of intellectual and responsible human beings. The school like any other organization employs different categories of workers through whom it realizes its objectives; among such workers are school counsellors, teachers and others. A school counsellor is one who has innate and acquired skills for helping people who have problems to have deep insight into their own abilities and capabilities (Okoye, Adejumo & Achebe, 2007). School counsellor is responsible for the development and growth of students. More so, they play a large role in the overall development of students as intellectual and productive human beings. Such roles include among others; managing the organizational process that reflect the need of the school and its students; and preparing students through adjustments and skill development to match dynamic society of the day.

Ofodum (2004) observes that counsellors in Anambra State contend with myriads of problems in their career. These problems include lack of comfortable or attractive offices, irregular payment of emoluments and stringent funding. Ofodum notes that the conditions of counsellors were made worse by the compulsory assignment of teaching load and other bureaucracies and paper work in most schools. This is not only unprofessional but also impacts so heavily on the counsellors job satisfaction and their overall attitude to work.

Statt (2007) observes that poor attitude of counsellors to work not only frustrates students but also make them encounter such problems as poor study habit, inadequate knowledge about proper subject combination, poor foundation for life-long career development, poor transition from education to labour market etc. Statt further notes that these problems, if not properly resolved culminates into various misbehaviours such as dropping out of school, truancy, examination malpractices, drug addiction, cultism, sexual promiscuity, premature pregnancy etc. This shows that school counsellors who manifest poor or negative attitude as a result of low level of job satisfaction are likely to produce less result-oriented outcomes. From the foregoing, it follows that job satisfaction will result in positive behaviour while dissatisfaction with work will result in negative employee's behaviour.

However, job satisfaction and job commitment of school counsellors appear to be affected by age and gender. Old counsellors seem to be more satisfied with their jobs than the younger ones. Research evidence according to Doering, Rhodes and Schuster (1998) however indicates that the relationship is U-shaped. That is, very young counsellors report higher levels of satisfaction than those in their late 20s. Job satisfaction seems to rise again, with older counsellors reporting higher levels of job satisfaction because they have higher needs for affiliation and lower needs for achievement. Similarly, older counsellors appear to be more committed to their job since alternative job opportunities are limited making their present job more attractive and appreciative (Mathieu & Zajac, 1990).

More so, female counsellors seem to be more satisfied than their male counterparts. Research evidence according to Ogbodo (2002) shows that female counsellors are more at home with counselling job than the male ones, hence that there is a gender dimension to counsellor's job satisfaction. Moreover, there is also evidence that job characteristics have different impact on men and women. For instance, autonomy seems to impact more on men's job satisfaction whereas supportive supervision has more impact on women job satisfaction than men's (Franzway, 2004). However, the researcher will ascertain the applicability of these studies in the present work due to the difference in area of study.

Nevertheless, school counselors no matter their age and gender need some kind of motivation to experience job satisfaction. Obikeze, Obi and Abonyi (2005) define motivation as the act of directing an individual's behaviour towards a particular end through the manipulation of incentives. Its aim is to improve job satisfaction and proficiency of workers. When workers are properly motivated they tend to be more satisfied and more likely to produce result-oriented outcomes. But where they are not satisfied as a result of inadequate motivation, they are likely to be less committed to their work which in turn influences the organization's performance and ultimately its stability. Thus, it does appear that the extent or level of commitment workers show to job depends largely on the level of satisfaction which in turn signifies the extent to which their desires are met within the job.

It therefore follows that organizations with low employee satisfaction is vulnerable to both internal and external challenges because its employees are not going the extra mile to increasing performance but ultimately under perform. This seems to be the case with school counsellors. Thus, it appears school counsellors who are less satisfied are likely to be less committed. In other words, less committed counsellors are most likely less satisfied counsellors, but one cannot conclude for certain without empirical evidence. The researcher therefore, is interested in finding the relationship between counsellors' job satisfaction and job commitment.

Though, there are many studies on the relationship between job satisfaction and job performance, there is relatively little or no research conducted on the relationship between job satisfaction and job commitment among secondary school counsellors in Anambra State. This underscores the need for this work as a way of contributing to the improvement and proficiency of school counsellors. The present work therefore is designated to determining the relationship between job satisfaction and job commitment among secondary school counsellors in Anambra State.

Statement of the Problem

Every organization needs committed employees in order to achieve its objectives. Employees, on the other hand, need to be well motivated and satisfied with their job for them to bring out their best. This implies that the employees ought to be satisfied for them to give their utmost commitment to their job.

Similarly in the school system, counsellors make significant contributions in training and shaping the lives of the students which is the main objective of the school. However, it was observed that most counsellors in Anambra State are facing challenging situations such as: lack

of comfortable offices, irregular funding, compulsory assignment of teaching load, etc. (Ofodum, 2004). These problems apparently affect the level of job satisfaction experienced by counsellors in performance of their duties as well as their general attitude to work.

It also appears some counsellors are not fully committed to their duties as evidenced in many problems encountered by students. According to Statt (2007), some of the problems of the students could be as a result of the counsellors' poor commitment to duty. Some of these problems of the students include: frustration, dropping out of school, poor career choice, prostitution, stealing etc. Obviously these problems in one way or another pose serious concern to the schools, parents, teachers, government and the entire society.

These problems/situations can be corrected to a great extent if counsellors are more committed to their duties. More so, some researchers have found that job satisfaction is related to job commitment. Therefore, as a way of improving the counsellors' effectiveness, this study seeks to determine if there is a relationship between secondary school counsellors' job satisfaction and their job commitment in Anambra state.

Purpose of the Study

The main purpose of this study is to determine the relationship between job satisfaction and job commitment of secondary school counsellors in Anambra State. Specifically, the study intends to determine:

1. How far are the secondary school counsellors in Anambra state are satisfied with their job.
2. How far are the secondary school counsellors in Anambra state are committed to their job.
3. The relationship that exist between job satisfaction and job commitment of secondary school counsellors.

Research Questions

The following research questions guided the study:

1. How satisfied are the secondary school guidance counsellors in Anambra state?
2. How far are the secondary school counsellors in Anambra state commitment to their job in Anambra state?
3. What is the relationship between secondary school Guidance Counsellors' job satisfaction and their job commitment?

Hypotheses

The following null hypotheses were stated and will be tested at 0.05 level of significance:

1. There is no significant relationship between secondary school Guidance Counsellors' job satisfaction and their job commitment.

Method

Research Design

The researcher adopted a correlational design. A correlational design according to Nworgu (2006) seeks to establish the relationship that exists between two or more variables. Such studies according to the author usually indicate the direction and magnitude of the relationship between the variables expressed as a correlation coefficient.

A correlational is considered appropriate for this study because it seeks to establish a relationship between the two variables, namely, job satisfaction and job commitment among secondary school counsellors in Anambra State.

Population of the Study

The population of the study comprises 188 counsellors from both public secondary schools and private schools in Anambra State. Public secondary schools have a total number of 145 counsellors (School Records, PPSSC: Awka 2013), while private secondary schools have a total number of 43 counsellors (School Records: PPSSC, Awka, 2013).

Sample and Sampling Technique

Since the population of the study is small, a census involving all the 183 school counsellors was carried out. Hence, purposive sampling was employed in the selection of all the counsellors in Anambra state. The reason for the selection of all the 188 counsellors was based on the fact that the population is small and that there is no need to segregate the population since they share the same characteristics in their pattern of work.

Instrument for Data Collection

The instrument consists of two questionnaires, namely, Job Satisfaction Questionnaire (JSQ) and Job Commitment Questionnaire (JCQ). These questionnaires were structured by the researcher using information from background of the study, research questions, hypotheses and literature review. The instrument for job satisfaction (JSQ) has two sections A and B, section A contains personal data of the respondent while section B contains 12 items on job satisfaction. On the other hand, the second questionnaire- job commitment questionnaire (JCQ) contains 12 items which aimed at measuring job commitment scores of school counsellors. It has 4 point response options which ranges from strongly agreed to strongly disagree and has weighted values of 4, 3, 2 and 1 respectively.

Reliability of the Instrument

The reliability of the instrument was established through a reliability estimate test involving 40 participants (counsellors) from secondary schools in Imo State selected through accidental sampling technique. The researcher used Cronbach alpha method in determining the reliability in which case the instrument was subjected to analysis. The coefficient alpha of the instruments were then determined. The reliability levels are: $r = 0.68$ for JSQ and 0.70 for JCQ. These values indicate positive correlation, thus, the instrument was considered reliable and adequate for the study.

Method of Data Collection

The researcher administered the instruments through direct delivery method. The researcher with the help of seven well-trained research assistants, distributed the questionnaire to the respondents. The researcher had a briefing with the research assistants during which time, she intimated them on the purpose of the research, contents of the questionnaires, how to administer the instrument and also how to collect them back. Each research assistant covered three Local Governments while researcher coordinated the collection process. The researcher and assistants collected the completed copies of the questionnaires. However, a total of 156 questionnaires representing 83% of the target sample was collected and used for the purpose of data analysis.

Method of Data Analysis

The data collected from the research questions 1 – 2 were analyzed using aggregate mean score. In measuring the counsellors' opinions, the Strongly agree, Agree, Disagree, and Strongly disagree statements were scaled in 4, 3, 2 and 1 respectively. The mean of the scale is 2.5. The 2.5 mean scaling was used in dividing the aggregated scores into equivalent score for the job satisfaction and job commitment measures which are as follows:

1.00 – 1.49 ≡ 12.00–17.99 ≡ Very Low (Satisfaction or Commitment)

1.50 – 2.49 ≡ 18.00 – 29.99 ≡ Low (Satisfaction or Commitment)

2.50 – 3.49 ≡ 30.00 – 41.99 ≡ High (Satisfaction or Commitment)

3.50 – 4.00 ≡ 42.00 – 48.00 ≡ Very High (Satisfaction or Commitment)

Research question 3 was analyzed using Pearson Product Moment Correlation Coefficient (Pearson r). This was used to determine if a relationship exist between job satisfaction and job commitment among secondary school counsellors. The decision rule for judging the resulting correlation coefficient was that:

Low relationship = $\pm 0.00 - 0.39$

Moderate relationship = $\pm 0.40 - 0.69$

High relationship = $\pm 0.70 - 1.00$

The null hypothesis with p-value greater than 0.05 was not rejected while the null hypothesis lower than 0.05 was rejected. In addition, the t-test statistic equivalent of the correlation coefficient was be obtained and used for the determining the hypothesis to reject or uphold. It was decided that any t-value calculated, less than 1.96 would indicate non-rejection of the null hypothesis otherwise, the hypothesis would be rejected.

Result

Research Question One

How satisfied are the secondary school guidance counsellors in Anambra state?

Table 1

Table showing the Distribution of Secondary School Guidance Counsellors 'based on their Job Satisfaction levels.

Levels	Range of scores	Frequency	Percentage
Very Low Satisfaction	12.00 – 17.99	0	0.0%
Low Satisfaction	18.00 – 29.99	15	9.6%
High Satisfaction	30.00 – 41.99	129	82.7%
Very High Satisfaction	42.00 – 48.00	12	7.7%
Total	12.00 – 48.00	156	100.0%

Table 1 revealed that the secondary school guidance counsellors in Anambra state have high satisfaction. The counsellors with high satisfaction constituted 82.7% which represents larger part of the guidance counsellors. In addition, the counsellors with very high satisfaction are 7.7% of 156. The result further shows that the guidance counsellors with very low satisfaction level is 0% while those with low satisfaction are 9.6%.

Research Question Two

How far are the secondary school counsellors in Anambra state commitment to their job?

Table 2

Table showing the Distribution of Secondary School Guidance Counsellors' based on their Job Commitment levels.

Levels	Range of scores	Frequency	Percentage
Very Low Commitment	12.00 – 17.99	0	0.0%
Low Commitment	18.00 – 29.99	8	5.1%
High Commitment	30.00 – 41.99	135	86.5%
Very High Commitment	42.00 – 48.00	13	8.3%
Total	12.00 – 48.00	156	100.0%

Table 2 revealed that the secondary school guidance counsellors in Anambra state have high commitment to their job. The counsellors with high commitment to their job constituted 86.5% which represents larger part of the guidance counsellors. In addition, the counsellors with very high commitment are 8.3% of 156. The result further shows that the guidance counsellors with very low commitment level is 0% and those with low satisfaction are 5.1%.

Research Question Three

What is the relationship between secondary school Guidance Counsellors' job satisfaction and their job commitment?

Table 3

Table showing the Relationship between Secondary School Guidance Counsellors' Job Satisfaction and their Job Commitment (N = 156)

Variables	Pearson Correlation coefficient (r)
Job Satisfaction score	0.287
Job Commitment score	

The result in Table 3 revealed that the relationship between the job satisfaction and the job commitment of the school counsellors is low and positive. The Pearson correlation coefficient (r) is 0.287 which indicates a low relationship. It is then concluded that there is low and positive correlation between secondary school guidance counsellors' job satisfaction and their job commitment.

Test of Hypotheses

Hypothesis One

There is no significant relationship between secondary school Guidance Counsellors' job satisfaction and their job commitment.

Table 4

Table showing the Test for Relationship between the secondary school Guidance Counsellors' job satisfaction and their job commitment (N=156)

Variables	R	t-cal	t-crit	df	p-value	Remark
Job Satisfaction	0.287	3.718	1.96	154	0.000	S
Job Commitment						

S – Significant correlation at 0.05 level of significance

The result in Table 4 showed that the relationship between the secondary school Guidance Counsellors' job satisfaction and their job commitment ($r = 0.287$, $q < 0.05$) is significant. The relationship between the secondary school Guidance Counsellors' job satisfaction and their job commitment is also low and positive. The null hypothesis was rejected, thus it was concluded that there is significant relationship between the secondary school Guidance Counsellors' job satisfaction and their job commitment in Anambra state.

Discussion of Results

The findings from research question one revealed that majority of secondary school counsellors are job satisfied. This is in agreement with the earlier work by Ezoem (1995) which revealed that Nigerian counsellors are satisfied with their job. However, satisfaction in a job does not occur in isolation but is dependent upon a number of factors. This is in consonant with the findings of Baggerly and Osborn (2002) on the predictors/determinants of job satisfaction which revealed

some job-related factors such as work itself, recognition, career advancement, supervisory relationship, co-workers. The findings of the study was also in line with similar studies conducted by Ehaleque and Chouhary (2000) and Hussin (2011) which also revealed that job satisfaction occurs as a result of some job-related factors.

The findings from research question two revealed that majority of Secondary School Guidance are committed to their job. The findings of this study was in line with the earlier work by Bazaar (2007) which revealed that school counsellors were committed to their job.

The findings from research question three which sought to determine the relationship between job satisfaction and job commitment revealed a low positive relationship between the two variables. This result found support in previous study by Kimi (2006) which indicated a low positive association between job satisfaction and job commitment among school counsellors.

The findings of the study also revealed that significant relationship existed between school Guidance Counsellors job satisfaction and job commitment. This finding was in agreement with some other studies by (Johnson, Wakefield, Price & Mueller, 2010; Lumley, Coetzec, Thadinyane & Ferriera, 2011) indicating that significant relationship existed between school counsellors job satisfaction and their commitment.

Conclusion

Based on the findings of this study, the researcher concludes as follows:

Majority of secondary school guidance counsellors in Anambra State are happy and satisfied with their job. A greater number of guidance counsellors are committed to their job. There is low positive relationship between guidance counsellor's job satisfaction and their job commitment.

Recommendations

Based on the findings of this study and their implications, the researcher has proffered the following recommendations:

1. Since job satisfaction is dependent upon certain factors among which are the job itself ,opportunity for advancement, recognition etc, management of Post Primary Schools should endeavour to design the counselling job in such a way that it will be more meaningful, interesting, challenging and offers counsellors opportunity to take the responsibilities of their job outcomes. This will ensure greater job satisfaction and devotion to performing task well.
2. Management of Post Primary Schools should recruit more counsellors in order to reduce the work load on existing ones especially those counsellors that are working in densely populated schools in the urban cities. This will help them to be more committed and efficient in responding to students' numerous problems.

References

- Armstrong, M. (2009). *A handbook of human resource management practice* (10th Edition). London: Kogan Page Publishing, pp. 264.
- Ayers, B. (2008). Job commitment and turnover: A prediction study. *Administrative Science Quarterly*, 22, 57 – 75.
- Baggerly, J. N. & Osborn, D. (2002). School counsellors' perceptions of career counselling references, priorities, and predictors. *Journal of Career Development*, 31, 45 – 59.
- Doering A., Rhodes C. & Schuster, J. (1995). *Employee work attitude: The subtle influence of age*. *Human Relations*, 5(5), 649 – 666.
- Eagly, A. C. & Chacken, E. A. (2001). *Management and organization* (4th edition). London: Pitman.
- Ehaleque, J. P. & Choudhany, E. (2000). Predictors of job satisfaction among Indian school counsellors. *Journal of Career Development*, 46, 70 – 85.
- Ezoem, B. (1995). *Influence of personal characteristics (age, gender etc) on school counsellors job satisfaction and job commitment* (Unpublished master thesis). Benin City: University of Benin.
- Franzway, C. A. (2004). Difference between job satisfaction, organizational commitment and gender. *Journal of Muamalat and Society*, 4, 1 – 33.
- Glickman, C. (2003). *Renewing America's School: A Guide for School-based Action*. Jossey-Bass, San Francisco, CA Hanson, J.W. (1955). *The Role of Commitment in Learning*. *Educational Leadership*. 142-147.
- Hussin, A. B. (2011). *The relationship between job satisfaction and job performance among employees in Trade winds of companies*. (Unpublished master's dissertation). Malaysia: Open University Malaysia.
- Ivancevich J. & Matteson, M. (2002). *Organizational behaviour and management* (6th edition). New York: McGraw-Hill.
- Johnson, J. P., Wakefield, D., Price, C. J. & Multer, N. (2000). Relationship between job satisfaction and employee commitment among college counsellors. *A New Look Professional School Counselling*, 35, 76 – 95.
- Kimi, S. N. (2006). Relationship between job satisfaction and job commitment among young professionals. *Human Resource Management Review*, 2.

- Lumley, E. J., Coetzec, M., Thadinyane, & Ferreira, N. (2011). Exploring the relationship between job satisfaction and employee commitment in the information technology environment: University of South Africa. *Business Review*, 15.
- Mathieu, J. & Zajac, D. (1990). A review and meta-analysis of antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171 – 194.
- Miller, M. (2003). The measurement of organizational commitment. *Journal of Vocational Behaviour*, 14, 222 – 247.
- Millian, J. F., & Czaplewski, A. J. (2008). Breaking the cycle. *Marketing Management*, 17(2), 4 – 17.
- Morrow, L. (2000). A longitudinal analysis of the antecedents of work commitment. *Academy of Management Journal*, 27, 95 – 112.
- Nworgu, B. G. (2006). *Educational research: Basic issues and methodology*. Ibadan: Wisdom Publishing Ltd.
- Obikeze, A. E., Obi, E. A. & Abonyi, J. N. (2005). *Personnel administration: Theory and practice*. Onitsha: Book Point Educational.
- Ofodum J. (2004). *Job satisfaction and Task performance among secondary school guidance counsellors* (Unpublished doctoral thesis). Awka: NnamdiAzikwe University.
- Ogbodo, J. C. (2002). Gender difference in the job satisfaction of school counsellors. *Women in Management Review*, 15(7), 331 – 343.
- Okoye, E., Adejumo, A. & Achebe, C. (2007). *Fundamentals of guidance and counselling*. Enugu: EMA Publishing Company.
- Rothmann, S. & Coetzer, E. (2002). The relationship between personality dimension and job satisfaction. *Business Dynamics*, 11(1), 29 – 42.
- Sarri, I. & Judge, T. (2004). Employee attitudes and job satisfaction, *Human Resource Management*, 43(4), 395 – 407.
- Sempane, M., Rieger, H. & Roodt, G. (2002). Job satisfaction in relation to organizational culture. *South African Journal of Industrial Psychology*, 28(2), 3 – 30.
- Statt, J. V. (2007). Job satisfaction and situational characteristics. *Journal of Applied Psychology*, 45, 66 – 72.
- Subba, R. P. (2000). *Essential of human resource management and industrial relations*. Mumbai, India: Himalaya Publishing House.