

NATURE OF THE TEACHING JOB AND TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

Comfort Olufunke AKOMOLAFE & Adebola Ayooye BUSARI

Department of Educational Management, Ekiti State University, Ado Ekiti, Nigeria.

Abstract

This study investigated the relationship between nature of the job and teacher effectiveness in public secondary schools in southwest, Nigeria. Two research questions were raised and two hypotheses were tested in the study. Descriptive survey research design was adopted. The population consisted of all the 70, 456 teachers in secondary schools in Southwest Nigeria as at the time this study. Multi-stage sampling technique was used to select the sample of 1787 respondents. The two instruments for data collection were tagged “Teacher Effectiveness Questionnaire” (TEQ); and “Nature of the Job Questionnaire” (NJQ). The two instruments were validated by research experts in the Department of Educational Management and Test and Measurement in Ekiti State University, Ado-Ekiti. Reliability of the instruments was ascertained and coefficient of 0.84 and 0.78 were obtained for TEQ and NJQ respectively. The data collected were analyzed using descriptive and inferential statistics. All hypotheses were tested at 0.05 level of significance. It was discovered that a significant relationship existed between nature of the job and teacher effectiveness. Based on the findings, it was recommended among others that school administrators should ensure that tasks assigned to teachers are in agreement with their skills, training, and available time.

Key Words: nature of the teaching job, teacher effectiveness, secondary schools,

Introduction

Education can be regarded as the key that unlocks the development of personal and national potentials and other kinds of rights and power in the world. Education takes a prominent position in virtually all societies and its aims and methods depend on the nature of the society in which it operates and its sensitivity to time, place, and circumstances. Balogun (2010) opined that education is the light, without which, the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough, which have made all nations of the world accord immense priority to education. Burusic, Barovic & Velic (2016) described educational effectiveness as the magnitude of which all the elements and interested parties successfully achieve set goals and

objectives. Teachers are trained and expected to be effective in producing students with cherished societal virtues such as honesty, fairness, integrity, timeliness, dedication and patriotism. The effective teacher promotes quality education from the domain of teaching and learning through creative idea, participation and cooperative learning, research analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking. These will lead to the proper development of knowledge, skills, attitude, values that enable students to function effectively and live as responsible citizens and also make contributions to the society (Oladosu 2014).

Teacher effectiveness is the ability of the teacher to achieve desired results on students, by shaping the direction and

influencing to a great extent all educational inputs to achieve the stated goals of education. According to Owoh (2016) teacher effectiveness can manifest in the way the teacher demonstrates the understanding of educational goals, continuous learning, professional competence, sound knowledge of the subject matter, proper planning of lesson and regular curriculum implementation. Commenting on its relevance, Akomolafe and Akinyemi (2022) referred to effectiveness as teachers' capacity to perform all the duties allocated to them in a manner that results in the accomplishment of planned and expected outcome. Effectiveness of teachers in school system manifest in the achievement of the educational goals of the school. Zamir (2020) noted that one of the ways of measuring school effectiveness is the accomplishment of a teacher in skills, knowledge, attitude, personality, students' value and academic achievement. Teacher effectiveness can also manifest in improvisation and optimization of instructional resources, classroom management, assessment of students' learning outcomes, expectation of success for all students, record keeping, self-understanding and control, discipline, psychological insight and collegiality. An effective teacher helps the learners to learn, inquire, solve problems, and cope with their own emotional needs and tension.

The nature of the job, tasks or work complexities within the school may be a determinant of teacher effectiveness, by extension, the success of the school. The nature of the job includes workloads, task complexities, working conditions, basic welfare schemes, policies and processes. There is a portrayal of increasing complexity of teachers' work, replete as it is with relational emotion and intellectual challenges on day-to-day basis. There is an exhortation made either explicitly or implicitly for systems and schools to provide the necessary opportunities and conditions for teachers to enhance their

work and effectiveness. When staff working conditions, social support and welfare schemes are excellent, the attitude to work becomes positive, the staff productivity is enhanced and the job of the team manager also becomes easier (Rose & Sika 2019).

Teachers' instructional workload is faced with serious challenges, which among others, include shortage of teachers, lack of well-equipped laboratories and large class size without instructional materials, high students' enrolment, and high number of teaching periods per week. Ksenia (2012) described excess workload as task performed in the work environment exceeding personal capabilities and resulting in threats, and the reactions of nervousness anxiety, frustration, pressing or annoyance. Such reaction would change the physical and mental conditions of a normal person as well as the behaviour in carrying out the assigned tasks in an organization. Marina (2012) considered workload as role overload or personal work extended from single items to multiple duties, and the risk of overload resulted in emotional exhaustion of employees, delaying work, low team spirit, and not obeying rules, which could have negative impact on the overall organizational performance.

Teachers' instructional workload can be expressed in terms of curriculum organization, lesson note preparation, learners' engagement in curriculum instruction, continuous assessment and class management. Teachers' instructional workload can be measured by the total number of teachers that are available in the system against the number of students that are taught, the number of scripts that are marked. Furthermore, it can also be described as other responsibilities considered worthwhile by the school principals which are regularly or occasionally assigned to teachers.

In some situations, the teachers of secondary schools seem not to receive adequate support from the school on basic

welfare scheme such as training for staff development, regular payment of salaries, salary increment etc. This is contrary to Pandey (2017) assertion that remuneration, cordial relationship among staff, recognition, flow of information, promotion and staff development, adequate provision of facilities, emotion, and attitude enhance effectiveness. It has also been observed that some schools may not support the promotion of their staff for personal reasons that have nothing to do with productivity. All these could make the staff to be deviant and not keying into the vision and goals of the school. Workplace policies and processes in schools that promote the welfare and wellbeing of members of staff and students seem to affect teacher effectiveness, positively. Members of staff and teachers who enjoy regular payment of salaries and other socioeconomic support schemes are more likely to cooperate with their principals than those without these benefits.

Workload, workplace policies and processes and working conditions in schools could promote the welfare and wellbeing of members of staff and students, positively. Members of staff who have high workload, inadequate working conditions tend to experience emotional exhaustion leading to delaying of work, low team spirit, and not obeying rules, which could have negative impact on the overall school performance.

Teachers with moderate instructional workloads are said to be more effective and efficient than teachers with heavy workload in secondary school system (Ayeni, 2018). He recommended that the school principal being an instructional leader who occupies an important position in management of teachers' workload is expected to consider the teachers' area of specializations, professional competence and average class size of teacher-student ratio which range between 35 and 40 students per class before assigning instructional tables to the teachers (Federal Republic of Nigeria, 2013).

The relationship between workload and performance for Bangladeshi university teachers was examined in the study carried out by Hosain (2016). The study consisted of 250 teachers from different categories of fifteen universities through convenience sampling. The findings showed that most independent variables except time spent on teaching and implementation of new technology were negatively correlated. The study indicated that to perform better, workload should be appropriate and adjusted. Wahome (2015) examined the influence of workload on performance of teachers in public primary schools in Kombewa, Division. The study consisted of 162 primary school teachers. The survey design was used to gather data. The study showed that the independent variables (workload) and the dependent variable (performance of teachers) had a weak positive relationship ($r=0.03$).

Akande (2014) investigated the relationship between conditions of service and teacher job performance in secondary schools in Kogi State, Nigeria. The study consisted of 81 principals, 215 principals and 86 supervisors, using the simple random sampling and purposive sampling technique. Findings indicated that there was significant relationship between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. There was no significant relationship between staff retirement benefits and job performance.

Onaolapo, Cias and Onaolapo (2021) conducted an investigation titled work-balance practice: rethinking teachers' job performance in Nigeria secondary schools. The study was purposed to establish how work-life balance affects teachers' job performance in Nigeria secondary schools. To achieve this, workload and work-family tension were correlated with teachers' job performance. Findings from the study showed that there was a connection between work-life balance and teacher job performance. It was revealed that a major negative relationship

existed between workload and teachers' job performance. This implies that the higher the workload, the less effective the teachers

Southwest, Nigeria has a large number of secondary schools to cater for the educational needs of eligible rapidly school age children. This situation becomes imperative because of the quest to get educated and be prepared for challenges ahead. With the increase in enrolment which has led to the increase in the number and size of many secondary schools, the employment of more teachers, changes in school structure and increased pressure on available resources, and an expanded curriculum, the professional challenges of the teacher would obviously be expected to become increasingly more complex, demanding and daunting. Also, the worsening socio-economic realities in the country with dwindling prioritization and nonchalant attitudes towards education by proprietor/proprietress of secondary schools, both government and private, have made the workplace factors in schools not conducive for effective teaching and learning. The observed teacher ineffectiveness may be unconnected with the adjustments which result from the scenario depicted above. It is in the context of this background that this study investigates nature of the teaching job and teacher effectiveness in public secondary schools in Southwest Nigeria.

Teacher effectiveness is often questioned in the instance of worrisome academic status of secondary schools in Nigeria. Teachers have been accused of not adequately planning their lessons to state clearly the objectives and organization of instruction content, and being less bothered about if students learned or not during lessons presentations. Experience has shown that in some schools, the teachers seem to have lost firm control of the classrooms to provide orderliness and safety needed for instruction and learning. It appears teachers rarely use instructional materials to make teaching student-centered and in most cases it appears

discipline of students in and outside the classroom has been left for "the few" in the school system. The nature of the job appears to be central to the excuses often given by teachers in the face of severe accusation. Nature of the teachers' job is becoming more complex and intricate, and as a result the teacher must be a change agent, innovative and possess the ability to promote instructional effectiveness. Thus, the need to examine teacher effectiveness and the nature of the job they performed. The purpose of this study was to examine the nature of teaching job and teacher effectiveness in secondary schools in southwest Nigerian. The study specifically examined:

- i. Level of teacher effectiveness in southwest Nigerian secondary schools
- ii. Extent of favourability of nature of the job to teachers in southwest Nigeria public secondary schools.

Research Questions

The study was guided by the following research questions:

- i. What is the level of teacher effectiveness in Southwest Nigeria public secondary schools?
- ii. To what extent is the nature of the work favourable to teachers in Southwest Nigerian?

Research Hypotheses

The following hypotheses were tested in this study:

- i. There is no significant relationship between nature of the teaching job and teacher effectiveness.
- ii. Nature of the teaching job will not significantly contribute to teacher effectiveness.

Methodology

This study adopted a descriptive survey research design. The population consists of all the public secondary schools in Southwest, Nigeria. As at the time of the study, there were 2,142 public secondary

schools, with 2,142 principals and 70,456 teachers in Southwest, Nigeria (Nigeria Bureau of Statistics: Universal Basis Public Education and Key Statistics in Nigeria, 2016). A total of 90 principals and 1,800 teachers from 90 secondary schools in Southwest, Nigeria participated in the study. The participants were selected following a multistage sampling procedure involving simple random, proportional stratified sampling technique and purposive sampling technique.

Two instruments were used to collect data. The first instrument was Teachers Effectiveness Questionnaire (TEQ) while the second instrument was "Nature of the Job Questionnaire (NJQ). The instruments have two sections each. The first section sought demographic information about the teachers and the school while the second section contained 35 items on teacher effectiveness and items on nature of the teaching job for TEQ and NJQ respectively. The adapted Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used in scoring the responses from both instruments. The NJQ was responded to by the teachers while TEQ was responded to by the principals. The instruments were validated by experts in Educational Management, Test and Measurement. In order to ensure reliability of the instruments, copies each of the instruments were administered in a school outside the sampled area. The data

collected were subjected to reliability test involving cronbach alpha and the coefficients of 0.84 and 0.78 were obtained for TEQ and NJQ respectively. Descriptive and inferential statistical tools were used in the study. Descriptive statistics were used in answering the research questions while hypotheses were tested with Pearson Product Moment Correlation and Linear regression at 0.05 level of significance.

Results

Research question 1: What is the level of teacher effectiveness in public secondary schools in Southwest Nigeria?

Frequency counts and percentage scores on items 1-35, Section B of the Teachers Effectiveness Questionnaire (TEQ) were computed to answer the question. Respondents' Means Scores and standard deviation of the data were used to determine the level of teacher effectiveness in secondary schools in Southwest, Nigeria. The low level was determined by subtracting the standard deviation from the mean score ($111.94 - 31.64$), moderate was determined by the mean score (111.94) of the responses while high level of productivity was determined by adding the mean score and standard deviation ($111.94 + 31.64$). Therefore, low level of teacher effectiveness starts from 35-80.30, moderate level starts from 80.31-143.57 while high level of teacher effectiveness starts from 143.58-175.00. The results obtained are presented in Table 1.

Table 1: Level of teacher effectiveness in publicsecondary schools in Southwest, Nigeria

Level of teacher effectiveness	Frequency	Percentage
Low(35-80.30)	306	17.12
Moderate (80.31- 143.57)	1038	58.09
High (143.58-175.00)	443	24.79
Total	1787	100

Table 1 shows the level of teacher effectiveness in public secondary schools in Southwest, Nigeria. 306 teachers representing 17.12 per cent of the respondents were rated low, 1038 representing 58.09 per cent were rated

moderate while 443 representing 24.79 per cent were rated high in their effectiveness. This indicates that the level teacher effectiveness in secondary school in Southwest Nigeria was moderate.

Research Question 2: To what extent is the nature of the teaching job favourable to teachers in public secondary schools in southwest Nigeria?

In answering this question, frequency counts and percentage scores on items 1-11, Section B of Nature of the Job Questionnaire (NJQ), were computed. Respondents' means scores and standard deviation of the data were computed and used in determining the extent to which the workplace factors were favourable in secondary schools in Southwest, Nigeria. The Not Favourable rating was determined

by subtracting the standard deviation from the mean score (25.18-7.97), 'Favourable to some extent rating' was determined by the mean score (25.18) of the responses while 'Favourable to a great extent rating' was determined by adding the mean score and standard deviation (25.18+7.97). Therefore, 'Not favourable nature of the job' starts from 17.21-25.17, 'favourable to some extent' starts from 25.18-33.14 while 'favourable to a great extent' starts from 33.15-44.00. The results obtained are presented in Table 2.

Table 2: Extent of workplace factors' favourability in secondary schools in Southwest, Nigeria

Level of workplace factors favourability	Frequency	Percentage
Not Favourable(17.21-25.17)	900	50.36
Favourable to some extent (25.18-33.14)	505	28.26
Favourable to a great extent (33.15-44.00)	382	21.38
Total	1787	100

Table 2 shows the extent to which nature of the teaching job is favourable to secondary school teachers in Southwest, Nigeria. 900 respondents representing 50.36 per cent rated the nature of the job as not favourable, 505 respondents representing 28.26 per cent rated the nature of the job favourable to some extent while 382 respondents representing 21.38 per

cent rated the nature of the job as favourable to a great extent. This indicates that the nature of teaching job was not favourable to secondary school teachers in Southwest, Nigeria.

Hypothesis 1: There is no significant relationship between nature of the teaching job and teacher effectiveness.

Table 3: Relationship between nature of the teaching job and teacher effectiveness

Variables	N	Mean	SD	r-cal	r-tab
Nature of the Job	1787	25.18	7.97	0.525*	0.087
Teacher effectiveness	1787	111.94	31.64		

*P<0.05

Table 3 shows that r-cal (0.525) is greater than r-tab (0.087) at 0.05 level of significance. The result was significant (p-value < 0.05) and the null hypothesis was rejected. Hence, there was significant relationship between nature of the teaching job and teacher effectiveness in secondary

schools in Southwest, Nigeria. That is, nature of the teaching job will increase teacher effectiveness in public secondary schools in Southwest, Nigeria.

Hypothesis 2: Nature of the teaching job will not significantly contribute to teachers' effectiveness.

Table 4: Linear regression of the contribution of nature of the teaching job to teachers' effectiveness

Model	Sum of Squares	Df	Mean Square	F	Fcal.	R	R ²	Adjusted R ²	Sig.
Regression	493355.176	1	493355.176						
Residual	1294775.805	1785	725.365	680.149	3.85	0.525	0.276	0.275	0.000
Total	1788130.980	1786							

Table 4 shows that $F_{cal.}$ (680.149) is greater than F_{tab} ($F_{1, 716} = 3.85$) at 0.05 level of significance. The result was significant ($p < 0.05$). Thus, the null hypothesis was rejected. This indicates that nature of the teaching job makes significant contribution to secondary school teacher effectiveness.

The table reveals that there was a significant positive correlation between the predictor variable (nature of the job) and teacher effectiveness ($R = 0.525$, $p < 0.05$). This indicates that the predictor variable is a contributory factor and makes influence on public secondary school teacher effectiveness. The coefficient of determination ($R^2 = 0.276$) implies that the predictor variable explained 27.6% ($R^2 \times 100$) of the total variance in teacher effectiveness. The remaining 62.4% unexplained variation is attributed to other variables that can account for teacher effectiveness public secondary schools.

Discussion

The study revealed that the level of teacher effectiveness in secondary schools in Southwest, Nigeria was moderate during the period under investigation. The moderate level of teacher effectiveness in secondary schools in southwest Nigeria might be due to the commitment of the teachers, dedication of the alumni associations of the schools and some efforts of the government. The finding of this study corroborated that of Adegun (2008) that, with the poor workplace factors, teachers are exposed to, some measure of teacher effectiveness could still be achieved. However, the finding of this study was different from that of Agbatogun (2006), Adetayo (2008) and Kiadese (2010) that showed that teacher effectiveness was low in their studies. The difference might be due to the scope or selectivity of the study

particularly in case of Adetayo and Kiadese. While Adetayo studied teacher effectiveness among teachers of Business Studies, Kiadese worked on teacher effectiveness among prevocational subject teachers in one state of the six states in southwest, Nigeria.

It was discovered that the nature of the teaching job in secondary schools was not favourable to the teachers. This implies that workload, workplace policies and processes and working conditions in schools promote the welfare and wellbeing of teachers is not appropriate. These conditions often result in emotional exhaustion and ineffectiveness in the school system. This finding confirmed the report of Eze (2008), Ajayi (2014) and Akomolafe and Adesua (2016) which showed that various workplace factors were not optimally available in secondary schools in Nigeria.

The study showed further that there was significant relationship between nature of the teaching job and secondary school teacher effectiveness. This implies that the observed level of teacher effectiveness could be associated with the unfavourable nature of the job. That is, favourable nature of job, nature of task, task complexities or instructional workloads enhance teacher effectiveness. This finding agreed with Onaolapo, Cias and Onaolapo (2021), Nyawara-Joseph (2011), Ksenia (2012), Akande (2014) Hosain (2016) and Ayeni (2018) that favourable nature of job, nature of task, moderate instructional workloads, or improved conditions of service enhanced teacher effectiveness. However, this finding contradicts that of Nyawara (2011) and Hosain (2016) that showed that there was no significant relationship between nature of job and teacher effectiveness. This difference might not be unconnected

with the aspect(s) of nature of job considered, and the setting and population of the studies. While the study by Hosain was done among university teachers in Bangladesh, Nyawara's study was carried out among primary school teachers in Kenya.

Finding from this study depicted that nature of the teaching job makes significant contribution to secondary school teacher effectiveness. This indicates that the nature of tasks assigned to a teacher, the complexities of the tasks among other factors associated with the teaching job could explain the variations in the level of teacher effectiveness in secondary schools. This finding aptly confirmed Ayeni (2018) opinion that teachers with moderate instructional workloads are more effective and efficient than teachers with heavy workload in secondary school system.

Conclusion

The study ascertained that the level of teacher effectiveness was moderate. It also confirmed that interconnectivity existed between the nature of tasks given to teachers and their level of goal attainment. Thus, nature of the job is a determinant of teacher effectiveness.

Recommendations

1. Nature of the teaching job was a good predictor of teacher effectiveness; hence it should be given priority attention by all stakeholders in order to enhance teacher effectiveness.
2. Proprietors of public secondary schools should make deliberate efforts directed towards creating, improving and maintaining all aspects of teacher motivation in order to enhance their effectiveness.
3. School administrators should ensure that tasks assigned to teachers are in agreement with their skills, training, and time available.

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