

A STUDY ON RELATIONSHIP BETWEEN CAMPUS FACILITIES AND STUDENT'S SATISFACTION IN UiTM KELANTAN

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Abstract: *The main purpose of this research is to study the relationship between campus facilities and student satisfaction in UiTM Kelantan. This study aims to investigate the relationship between classroom facilities, library facilities, environmental safety, accommodation facilities, sports facilities, and student satisfaction. The research method used a survey-based questionnaire with 364 respondents to evaluate the relationship between campus facilities and student satisfaction. The quantitative research method used a survey-based questionnaire to evaluate the relationship between campus facilities and student satisfaction. A total of 364 students from UiTM Kelantan consisting of UiTM Kota Bharu and Machang responded to the distributed questionnaire. Analysis of the quantitative data revealed that classroom facilities, library facilities, environmental safety, accommodation facilities, and sports facilities have positive significant relationships with student satisfaction.*

Keywords: *Classroom facilities, library facilities, environmental safety, accommodation facilities, sports facilities, student satisfaction*

Introduction

Satisfaction refers to students' perceptions and experiences during their academic years (Ibrahim, 2021). Satisfaction refers to a person's pleasure when a product's outcome exceeds their expectations (Ibrahim, 2021). Higher education has seen significant changes in recent years (Haron et al., 2020). Student satisfaction is crucial for educational institutes' success. Student's satisfaction with their institute is based on their expectations of it (Erazo, Nicolay, González, Vaca, & Byron, 2015). Students are more satisfied when universities provide facilities that enhance their conducive learning experience and help them develop necessary skills and abilities (Erazo et al., 2015).

Kotler defines satisfaction as a person's pleasure when comparing a product's performance to their expectations. Satisfaction has been extensively studied in both academic and non-academic settings (Kotler, Lane, Koshy & Jha, 2009). Student satisfaction has never been considered an important issue (Khurshid & Arshad, 2012). Educational organizations now recognize students as customers and prioritize their satisfaction (Khurshid et al., 2012). Enrolment in higher education has increased dramatically during the past 15 years (Kotler et al., 2009). The institute needs to satisfy its admitted students because the success and sustainability of the institute highly depend upon the student's satisfaction (Kardoyo et al., 2020). According to Rahman (2020), student satisfaction can indicate a higher education institution's strengths and weaknesses. According to Kalam and Mahonta (2017), providing high-quality educational services can lead to increased student satisfaction in higher education. Oke et al. (2017) suggest that higher education institutions should prioritize providing essential products, facilities, amenities, and services to increase student satisfaction.

Problem Statement

Satisfaction is a feeling of happiness that is obtained when a person fulfills his or her needs and desires (Saif, 2014). It is a state felt by a person who has experienced a performance or an outcome that fulfilled his or her expectations (Ilyas, 2013). Accordingly, satisfaction can be defined as an experience of the fulfillment of expected outcomes (Hon, 2002). Customers will be satisfied when services fit with their expectations (Petruzzellis, 2006). Hence, it is a function of the relative level of expectation connecting with people's perceptions (Mukhtar, 2015).

Student satisfaction is a short-term attitude, resulting from an evaluation of a student's educational experiences (Elliott, 2011). It is a positive antecedent of student loyalty and is the result and outcome of an educational system (Zeithaml, 2010). According to Shin (2012), student satisfaction is students' disposition by subjective evaluation of educational outcomes and experience. Campus facilities influence the promotion of quality education in higher education institutions in the following ways (Daigneau, 2006). Providing a physical environment that supports educational processes (Daigneau, 2006).

Overcrowded classrooms have consistently been linked to increased levels of aggression in students. Overcrowded classrooms are also associated with decreased levels of student engagement, such that decreased levels of learning occur (Lee & Welner, 2014). Alternatively, classrooms with ample space are more conducive to providing appropriate learning environments for students and associated with increased student satisfaction, engagement, and learning (Ready, 2014). Classroom space is particularly relevant with the current emphasis on ensuring students can work in teams, problem-solve, and communicate effectively (Welner, 2004). The creation of private study areas as well as smaller learning centers reduces visual and

auditory interruptions and is positively related to student development and achievement (Ready, 2004).

The missing books are the most popular issues among the users. Sometimes they do not have time to go to the library to make a report about the missing reference (Gregory, 2014). Every month or couple of months the library will hold an activity. Usually, the library will hold the activity during the weekend at the end of the month. Sometimes they get a lack of response from users during the activities. It will waste the money that they have to make the activities. This is because the promotion of the activities is lacking (Ariff, 2017). In addition, some users need to make a reservation to some facilities, but they need to make the reservation manually at the UMP library (Halim, 2019). In addition, manual reservations are not efficient to use nowadays. It will make them feel sad and waste their time (Zainudin, 2010).

Previous studies have concentrated on the association between the nature of safety and individual characteristics. Gender, for example, is regarded as a significant and robust predictor of safety perception (Gargiulo, 2020). Many studies have explored the extent to which environmental factors affect both crime and safety perception. Safety issues on college campuses concern many individuals, including students, staff, and campus-based officials. Campus safety is a complex topic ranging from violence, crime, and traffic incidents (Regehr, 2017). All these incidents have indicated the complex nature of campus safety, calling for a more comprehensive approach to address campus safety issues (Mazlan, 2012).

However, it is worth noting that despite the importance of accommodation facilities to higher-learning students, some of the higher-learning students have been preferring off-campus private accommodation facilities to on-campus accommodation facilities (Verhetsel, 2017). The literature has found out that the student's preferences for accommodation facilities are influenced by some factors including proximity to the College, the availability of services such as fast internet, academic services, facility to cook meals, ability to live with friends, safety and social atmosphere (Accardo, 2019). These could be some of the factors that may explain the reason why still students prefer off-campus accommodation facilities despite having in-campus accommodation facilities in some higher learning institutions (Al-saad, 2016).

One major issue in sports facilities construction is the question of their funding and justification for investment (Zahid, 2017). However, there were facilities developed for hosting mega-events (Anwar, 2015). Sports facilities had a wide range of impacts on their surroundings and the wider city. How and to what extent sports facilities construction were led to urban generation were discussed in this study. Sports are getting more and more influential and they will continue to grow in importance as the world develops into a global village (Gazali, 2010). Cities cannot avoid investment in sports. However, there were growing demands for developing sports facilities for hosting and smaller scale facilities.

Research Objectives

This study aims to determine student satisfaction on campus facilities in UiTM Kelantan.

1. To identify the relationship between classroom facilities and student satisfaction with on-campus facilities among students in UiTM Kelantan.
2. To investigate the relationship between library facilities and student satisfaction with on-campus facilities among students in UiTM Kelantan.
3. To determine the relationship between environmental safety and student satisfaction with on-campus facilities among students in UiTM Kelantan.

4. To examine the relationship between accommodation facilities and student satisfaction with on-campus facilities among students in UiTM Kelantan.

Literature Review

Student's Satisfaction

Satisfaction is a feeling of happiness that is obtained when a person fulfills his or her needs and desires (Saif, 2014). It is a state felt by a person who has experienced a performance or an outcome that fulfilled his or her expectations (Ilyas & Ariff, 2013). Accordingly, satisfaction can be defined as an experience of fulfillment of expected outcomes (Hon, 2002). The person will be satisfied when he or she achieves the expectations, hence it is a willful accomplishment that results in one's contentment (Rad & Yarmohammadian, 2006). Over the past few decades, the satisfaction levels of students have garnered significant attention from researchers in the competitive academic milieu due to its substantial influence on the prosperity of educational institutions and the enrolment of prospective students (Weerasinghe, 2017).

The measurement models of student satisfaction are frequently assumed as the dependent variable, impacted by a variety of independent variables, including classroom facilities, library facilities, environmental safety, accommodation facilities, and sports facilities (Thomas & Sam, 2011). Several research studies have been conducted on student satisfaction with campus facilities. These studies have demonstrated the importance of campus facilities in influencing student satisfaction. Research at Politeknik Tuanku Syed Sirajuddin by Omar (2021) discovered that the campus facilities had a significant impact on students' satisfaction with the institution. Additionally, at Austin Peay State University, research by Luna et al. (2019) revealed there is a relationship between campus facilities and student satisfaction. A Norwegian study highlighted the facilities that have the greatest influence on overall student satisfaction, emphasizing the relevance of classrooms, auditoriums, and libraries (Neumann et al., 2000). All of these studies demonstrate the significance of campus facilities in influencing the level of student satisfaction. To improve academic performance and retention as well as the overall student experience, educational institutions must comprehend the impact that campus facilities have on student satisfaction.

Classroom Facilities and Student Satisfaction

Classroom facilities are dynamic and essential components of higher education, designed to provide students with a rich and engaging learning experience (Kutnak et. al., 2017). It refers to a room or space used primarily for instruction classes that are not tied to a specific subject or discipline by equipment in the room or the configuration of the space (Kutnak et. al., 2017). According to prior research by Lavy & Nixon (2017), there is a negative significant relationship between classroom facilities and students' satisfaction. Other researchers outlined that classroom environments can foster higher levels of student satisfaction, while other scholars have linked satisfaction to improved academic performance (Tsay et al., 2020). A study conducted by Giuseppe Iaria and Harry Hubball from the University of British Columbia highlighted differences in student engagement between large and small class sizes, suggesting that smaller classes may offer a more participatory learning environment. In Nigeria, Oluwunmi, Durodola & Ajayi (2015) measured student's satisfaction with classroom facilities and revealed that students were dissatisfied with the provision and availability of air-conditioning and internet facilities in classrooms.

H₁: There is a negative significant relationship between classroom facilities and student satisfaction.

Library Facilities and Student Satisfaction

The academic library is a part of the structure of higher education. It plays a pivotal role in complementing the functions of tertiary education as it is a strategic place where students and academic staff conduct their research, acquire additional knowledge, enhance the teaching materials, and extract the information easily to complete their tasks or assignments (Gunasekera, 2010; Teoh & Tan, 2011). Some of the libraries offer training programs to the undergraduate with useful skills (Martzoukou & Elliott, 2016). The library also offers e-resources such as e-journals, e-databases, e-books, e-newspaper, and citation indexes or reference services which the students and staff can access information everywhere online for teaching, learning and research purposes (Universiti Tunku Abdul Rahman [UTAR] Library, 2018). User satisfaction in a library context can be defined as “an emotional, personal reaction to a library service or product” (Cullen, 2010). One method to evaluate library services’ effectiveness is by evaluating user satisfaction (Choshaly & Mirabolghasemi, 2018). User satisfaction in a library context can be defined as “an emotional, personal reaction to a library service or product” (Cullen, 2010). Therefore, assessing user satisfaction is important for academic libraries’ development as it helps maintain and retain existing users and attract new users (Moreira et al., 2019).

H₂: There is a positive significant relationship between library facilities and student satisfaction.

Environmental Safety and Student’s Satisfaction

Environmental safety for students refers to the policies and practices put in place to safeguard students' safety and well-being in educational settings (Tims, 2023). It includes a variety of issues such as physical safety, health, and establishing a favorable learning environment (Lasarudin et al., 2022). Student’s environmental safety is linked to Environmental Health and Safety (EHS) principles and practices (Tims, 2023). Based on study from Hu, Zhong, Cheng & Wang (2012), suggests a potential negative link between environmental safety and student satisfaction shows that students are still not satisfied with the safety on the campus. The other study conducted by Luna & Kanu (2019) for their journal article titled Student Assessment of Campus Facilities Spring 2019, highlights a strong negative correlation between environmental safety and student satisfaction. The results of the other research carried out by Lasarudin et al. (2022), prove that there is a considerable negative relationship between environmental safety and tourist satisfaction. The findings of the study by Dwiatmojo et al. (2021) revealed a significant negative association between environmental safety and consumer satisfaction.

H₃ : There is a negative significant relationship between environmental safety and student satisfaction.

Accommodation Facilities and Student’s Satisfaction

Accommodation facility satisfaction refers to the physical and non-physical features of student housing that meet the needs and expectations of students. Various names have been attributed to student accommodation, including student housing, dormitories, campus apartments, student hostels, halls of residence, and student accommodation housing (Insch et al., 2013). Mahama et al. (2016) found that hostel security, water, electricity, and toilet facilities influence students' desire to stay. Hassanain (2013) found that well-planned accommodation fosters mutual

interests and academic excellence. Hassanain's study in Saudi Arabia and Yewande et al. (2011) study in Nigeria found students were satisfied with technical and functional performance criteria. The study indicates that students are satisfied with the cleanliness, lighting, temperature, comfort, natural ventilation, visual privacy, space, conveniences, car parking, fire safety, security, and air quality of the building. A study by Rahman, Mia, Ahmad, Thongrak, & Kiatpathomchai (2020) assessing students' satisfaction in public universities in Bangladesh, reported that high-quality education services result in higher levels of student satisfaction and vice versa. The study by Manzoor (2013) attempted to identify the education service factors that affect students' satisfaction in higher educational institutions in Pakistan.

H₄: There is a positive significant relationship between accommodation facilities and student satisfaction.

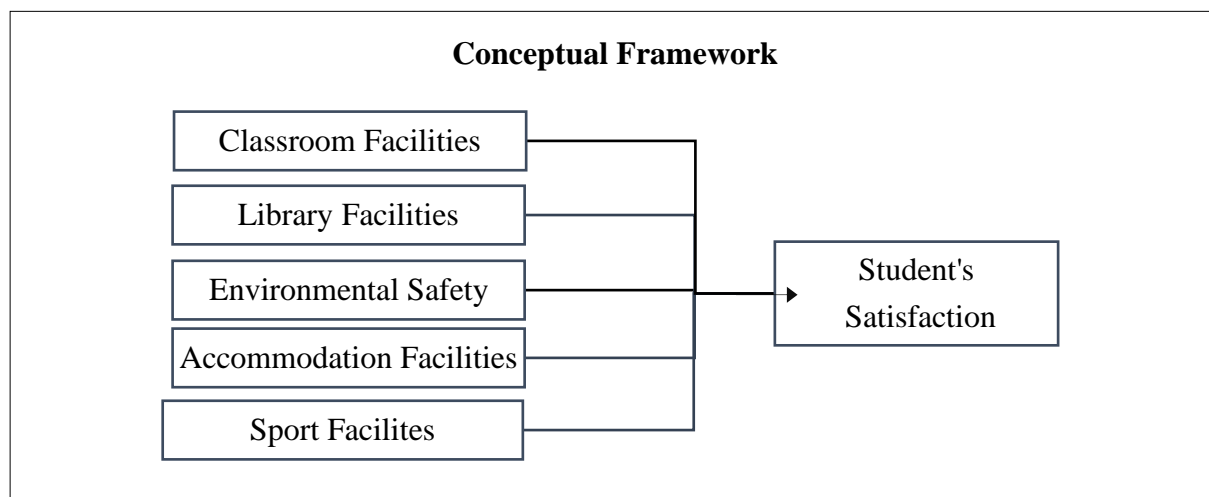
Sports Facilities and Student Satisfaction

Engaging in sports activities while pursuing studies contributes to the formation of a well-rounded and extensively developed personality, (Trudeau, 2008). Additionally, Agboola (2016) proposed that the provision of high-quality spaces for sports and recreational activities within a community can notably enhance the quality of life, especially in multicultural settings. Moreover, Arslan (2010) conducted a study aimed at identifying strategies to enhance sports facilities within universities. The findings revealed that certain universities faced a shortage of sports facilities, lacking sufficient resources such as qualified coaches, dedicated spaces for female athletes, and an ample budget allocated to sports. In the interim, Barghchi (2010) conducted research on the development of sports facilities in Malaysia. The study observed that despite substantial advancements in sports and sports facility construction in Malaysia in recent years, this progress has not kept pace with the global expansion of sports in general. The research relied on the expert opinions of town planners, who wield considerable decision-making influence in the Malaysian context.

H₅: There is a positive significant relationship between sports facilities and student satisfaction.

Methodology

This study aims to investigate the relationship between classroom facilities, library facilities, environmental safety, accommodation facilities, sports facilities, and student satisfaction. According to the above justification, this study proposed the research framework in Figure 1.



Findings and Discussion

Reliability Analysis

The research uses reliability analysis to determine which independent variable is most consistent, reliable, and stable about the dependent variable (Frost, 2022). Cronbach's alpha measures agreement on a standardized 0 to 1 scale (Frost, 2022). It should be more than 0.60. Higher values indicate greater agreement among items. High Cronbach's alpha values suggest that each participant's response values throughout a set of questions are consistent (Frost, 2022)

Table 1: Reliability Value (n=364)

Variables	Items	Reliability
Dependent Variables		
Student Satisfaction	4	0.914
Independent Variables		
Classroom Facilities	7	0.942
Library Facilities	7	0.953
Environmental Safety	7	0.945
Accommodation Facilities	6	0.945
Sport Facilities	7	0.953

The results of the reliability measurements are displayed in Table 1. Classroom facilities have an alpha value of 0.947, or "Excellent". It implies that the classroom facilities can be measured by combining all seven (7) items. Whereas the greatest alpha value for subjective norms is 0.953, the value is also "Excellent", and all seven (7) items can also be used to measure the subjective norms. Next, library facilities and accommodation facilities have an alpha rating of 0.942 and 0.945, meaning it is rated as "Excellent" also. The results indicate that all seven (7) questions and six (6) questions can be used to measure library facilities and accommodation facilities.

The dependent variable in this study is student satisfaction with an alpha value of 0.903 which is "Very Good" without any deleted items. Overall, the alpha values for the independent and dependent variables are excellent and good, indicating that the instruments' items can be combined to measure the relationship between campus facilities and student satisfaction. As a result, all of the reliability alphas for the variables are classified as good in this study.

Regression Analysis

Table 2: Linear regression between Independent Variable and Dependent Variables

Variables	R ²	Adj. R ²	F statistics
Classroom Facilities	0.333	0.331	180.859
Library Facilities	0.557	0.556	455.631
Environment Facilities	0.519	0.518	391.302
Accommodation Facilities	0.488	0.487	345.014
Sport Facilities	0.522	0.521	395.128

A indicates in Table 2, a significant positive relationship between classroom facilities and student satisfaction. The regression value $r^2 = 0.333$ and r^2 adjusted = 0.331 showed that 33.1% of students' satisfaction is explained by classroom facilities. Library facilities also have a positive relationship with students' satisfaction. The regression values $r^2 = 0.557$ and r^2 adjusted = 0.556 showed that 55.6% of students' satisfaction is explained by library facilities. A positive relationship between environment facilities and student satisfaction. The regression values $r^2 = 0.519$ and r^2 adjusted = 0.518 showed that 51.8% of students' satisfaction is explained by environmental facilities. Accommodation facilities have a positive and significant influence on students' satisfaction. The regression values $r^2 = 0.488$ and r^2 adjusted = 0.487 showed that 48.7% of students' satisfaction is explained by accommodation facilities. Sports facilities have a positive and significant influence on students' satisfaction. The regression values $r^2 = 0.522$ and r^2 adjusted = 0.521 showed that 52.1% of students' satisfaction is explained by sports facilities.

Hypothesis Testing (correlation)

Table 3. Result of the Correlation Test and Hypothesis

Dependent Variables	Independent Variables	Pearson Correlation	P-Value (p<0.05)	Result	Hypothesis
Students Satisfaction	Classroom Facilities	0.638	.000	Significant	Supported
	Library Facilities	0.125	.000	Significant	Supported
	Environmental Facilities	0.743	.000	Significant	Supported
	Accommodation Facilities	0.750	.000	Significant	Supported
	Sport Facilities	0.743	.000	Significant	Supported

Notes: *Significance at $p < 0.05$, **Significance at $p < 0.10$

Conclusion and Recommendation

The study on the relationship between campus facilities and student satisfaction in UiTM Kelantan found that classroom facilities, library facilities, environmental safety, accommodation facilities, and sports facilities have positive relationships with student satisfaction. These findings highlight the importance of providing high-quality facilities to boost student satisfaction on campus. The findings highlight the significance of well-equipped classrooms, resourceful libraries, a safe and conducive environment, comfortable accommodations, and effective sports facilities in developing students' positive perceptions of their university experience. Addressing and improving these issues can considerably increase the satisfaction of students, resulting in a more positive and enriching learning environment at UiTM Kelantan.

As universities attempt to provide a comprehensive pleasant educational experience, these findings serve as the framework for strategic improvements to campus facilities. University administrators and policymakers must evaluate the implications of this study before implementing targeted initiatives and investments to improve the quality of campus facilities and, as a result, increase student satisfaction levels. This, in turn, will add to UiTM Kelantan's

overall performance and reputation as an institution dedicated to providing its students with an exceptional educational environment.

For determining the strength of the correlation between independent and dependent variables, future researchers can also use third variables, which are moderating or mediating variables. Furthermore, the study sample can be expanded and include a larger population, such as all students in Malaysia. This could be more useful in terms of providing some understanding and information about the empirical relationship between all of the study's relevant variables. The population should be expanded to include all Malaysian students as well as other types of UiTM students in any future research. This might help researchers understand how campus facilities are linked with student satisfaction.

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