

## CURRICULUM ENHANCEMENT IN SUPPORT OF THE OPEN LEARNING PRACTICES IN BATANGAS STATE UNIVERSITY ARASOF-NASUGBU

**ALELI ABAD-DADAYAN**

<https://orcid.org/0000-0003-4108-1794>

[aleli.dadayan@g.batstate-u.edu.ph](mailto:aleli.dadayan@g.batstate-u.edu.ph)

Batangas State University ARASOF-Nasugbu  
Batangas, Philippines

### ABSTRACT

*In this era of globalization and Information Technology, education paved its way steps toward expansion and innovation. Thus, open learning has become an option for the students who want to gain access to education. This study assessed the Open Learning Practices used in the College of Teacher Education of Batangas State University ARASOF-Nasugbu and compare the assessments gathered from faculty and students in terms of instructional materials, facilities, delivery of instruction and evaluation of learning. Moreover, the problems encountered by the faculty and students on these Open Learning practices were also identified. The descriptive method of research was used in this study which made use of a researcher-constructed questionnaire, unstructured interview and observation as data gathering instruments. Standard deviation, weighted mean, average mean, ranking, two-sample standard deviation test and t-test were the statistical tools used to answer the specific problems. Results revealed that there were significant differences in the assessments of faculty and students in instructional materials, facilities, delivery of instruction and evaluation of learning. There were also problems encountered in the use of these practices. As a result, a curriculum enhancement was proposed to ensure the quality of learning.*

*Keywords: teacher education, curriculum enhancement, open learning, open learning practices*

### INTRODUCTION

Globalization and information technology has gradually changed the educational system. Education has changed due to innovation development and. These include the educational practices from print to online delivery (Arinto, 2007). Article XIV of the 1987 Philippine Constitution declared that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all. This is supported by Republic Act 10650, Open Distance Learning Act, which expanded student access to education by institutionalizing open distance learning at the tertiary level and provide government support for open distance learning

programs in the country. This new law tasked the University of the Philippines Open University to assist and provide expertise to the CHED and TESDA in promoting best practices in open distance learning in the Philippines.

Due to the development of technology, the mode of teaching in schools and universities has changed from face-to-face learning to virtual or online learning. In most universities and colleges, a different kind of distance learning or open learning scheme has emerged. In the Philippines, e-learning is becoming very popular under the distance learning model. The concept of distance or open learning has been internationally accepted as a practical educational model, though the concept of distance learning has been around for ages.

Open learning gives students the access to education regardless of their age, geographical location, time constraint and economic situation as it allows students to learn even with physical separated from their teacher (Geith and Vignary, 2014). However, Gaskell and Mills (2014) observed that there are negative perceptions and challenges about the quality of the programs and effectiveness of open, distance and e-learning (ODEL).

The Batangas State University (BatStateU) ARASOF-Nasugbu also uses open learning delivery mode designed by the College of Education (CTE). It is the only institution in Nasugbu that provides distance education called as "Open Learning Practices". The university offers professional education units that can be used in taking the Licensure Examination for Teachers (LET) or in pursuing career in the field of education. In the said Open Learning Practices instructional delivery mode, the students undergo the same process undergone by a regular face-to-face student during enrollment. Once enrolled, the Associate Dean of CTE gives them a syllabus and the title of the prescribed book provided by the respective instructors who will teach the subjects they will take. The syllabus consists of the mission and vision of the university, instructor information, textbook and other required materials and the lessons to be read and activities to be answered. Students are also given the timetable for completion and answering of activities and their submission, as well as the scheduled date of examination the students will follow to comply and pass the enrolled subjects. Students attend the orientation during the first Saturday meeting of the said semester where the process is discussed, and queries and concerns are answered. Students also have continuous communication with their instructors personally, by cellular phones or through social networking sites and report to the university every Saturday or on scheduled dates of submission to requirements, projects, and major exams. After the semester, the grades are given to the students in form of a certification which will be included in their Transcript of Records (TOR). The students are awarded a certification of completion of the professional education units which are

needed in taking the Licensure Examination for Teachers (LET).

A minimal range of technological options are practiced and used in the College of Teacher Education BatStateU ARASOF-Nasugbu. The modes of delivery of instruction in the open learning practices include print, voice, electronic mail, and fax machine. Students also meet every Saturdays for discussions and examinations for elucidation and enhancement of what were learned from books. Students can also continue with another six units of EDUC 418 (Student Teaching) but is not required where they are deployed in the Laboratory School of BatStateU ARASOF-Nasugbu for 200 hours.

At present, the Open Learning Practices of CTE focused on offering professional education units for non-education graduates. Over 200 students took education units in BatStateU ARASOF-Nasugbu from 2010-2014 using open learning practices. After taking these required units, most of the students who finished the 21 required units in professional education can now take the Licensure Examination for Teachers (LET). This is relevant as many teachers are needed in the future due to the K to 12 Basic Education Program and therefore, these students who took 21 units of professional education can be hired as K to 12 teachers because of their specialized field based on their baccalaureate degrees. However, there is a need for them to pass the Licensure Examination for Teachers (LET) within five years from their date of hiring.

## OBJECTIVES OF THE STUDY

This study assessed the Open Learning Practices used in the College of Teacher Education of Batangas State University ARASOF-Nasugbu. It sought answers to the following: 1) identify the demographic profile of the faculty and students; 2) assess the open learning practices; 3) identify the significant differences in the assessments made by the two groups of respondents; 4) identify the problems encountered by faculty members and students in the various forms of delivery of instruction; and 5) create a curriculum enhancement plan.

## METHODOLOGY

This study utilized the descriptive method of research with data gathered through questionnaire, unstructured interview, and observation. The respondents were composed of 20 faculty members and 64 students. A researcher-made questionnaire served the main instrument in gathering data. In addition, unstructured interview was conducted to substantiate the findings of the study. The statistical tools used were standard deviation, weighted mean, average mean, ranking and t-test. The study addressed all ethical concerns to conduct the study. Approval from the university president and executive director were obtained and these were attached to the questionnaire that was sent to respondents of the study. The respondents were given assurance of the privacy and confidentiality, and that participation in this research was voluntary. They were then requested to fill the questionnaires after taking their consent.

## RESULTS AND DISCUSSION

### 1. Profile of Respondents

**Age.** Majority or 40 percent of the faculty were on the age bracket of 31-40 and only two or 10 percent belonged to 61 and above age groups. For the students, majority or 58 percent were from the age bracket of 21-30 while seven or only 11 percent were from the age bracket of 41-50.

Hill's study (2014) concluded that faculty younger than 40 were found more connected to online courses. He also added that younger faculty are the most exposed and comfortable working with technology and digital resources. Bruner's (2007) study also confirms that older faculty members aged 50 and above think their role as educators may change or decline as technology becomes more and more useful in education. For the students, Sumrall (2002) affirmed that 83 percent of distance education students were 19 years of age or older and agreed that the average age of students enrolled in distance education was 27.

**Gender.** Majority or 80 percent of the faculty were female, and 20 percent were male. For the

students, majority or 67 percent were female and 36 percent were male. Contrary to these findings, the study of Macnell et. al. (2014) shows that female professors are somewhat inferior because gender has shown in influencing students in their teaching practices. Students rated male educators significantly higher than a female in the field of teaching. For the students, this result finds similarity to the study of Demiray and Dundar (2013) that distance education system is more useful and important for women to complete education and pursue a career while taking care of their families.

**Educational Attainment.** Majority of the faculty, or twenty-five percent, were degree holders of Bachelor of Secondary Education and Bachelor of Arts. Five percent were degree holders of one of the following degrees: Bachelor of Science in Chemistry, Bachelor of Science in Computer Science, Bachelor of Science in Food Technology, Bachelor of Science in Hotel and Restaurant Management, Bachelor of Science in Mathematics or Bachelor of Science in Psychology. For the students, ten or 15.63 percent were graduates with the degree of Bachelor of Science in Information Technology graduates and one or 1.56 percent were graduates of one of these programs: AB Political Science, Bachelor of Science in Food Technology, Bachelor of Science in Management or Bachelor of Science in Physical Therapy.

**Work Experience.** In terms of work experience relative to job title, majority of the faculty were instructors while only one faculty had an associate professor rank. The data indicate that majority of the faculty respondents are instructors. Mills et al. (2009) cited that the job title or academic rank of a teaching faculty did not show importance in the study of distance learning among faculty in the College of Education. Their study showed more that age, gender, experience, and technological competency can be considered effective variables as compared to job title or academic rank. However, this variable can still help in the development of theories about obstacles and benefits of using distance education by higher education faculty. On the contrary to the previous

study, Lloyd et al. (2014) proved that faculty with higher academic rank were more comfortable and socialized with face-to-face instructions.

As to the students, majority of the 64 respondents were unemployed and one or 1.56 percent each worked in one of these jobs: agriculturist, cashier, encoder, housekeeper, legal researcher, legal assistant, manager, nurse, receptionist, sales representative, therapist, or waiter.

## 2. Assessment of Open Learning Practices

**Instructional Materials.** From the assessment of the faculty and out of 10 items identified in the study, the respondents agreed that the instructional materials used in the Open Learning practices of CTE were effective in developing the habit of independents study for open learning students ranked first with the average weighted mean of 2.82. Lowest rated was that the instructional materials used in the Open Learning Practices of CTE were technologically advance in presenting the content which had an average weighted mean of 2.46 but was disagreed on by the respondents. Overall, the average composite mean was 2.67 indicating that the respondents' agreed on instructional materials in the Open Learning Practices.

This clearly indicates that the instructional materials used are helpful as an Open Learning Practice resource. This is to say that the instructional materials, though traditional, were effective. This is evident in the study of Ekwueme and Igwe (2001) that teachers can guarantee the effective use of instructional materials in enhancing their teaching strategies and methods and assure effective learning for students. Instructional materials are used to improve students' innovative and creative thinking, but this depends on how plausibly spontaneous and enthusiastic teachers use the instructional materials.

Summing up, faculty and students have almost the same perceptions on all the items on instructional materials. Both reveal a quite positive assessment shown in average composite mean of 2.67, indicating agreement on the use of instructional materials in open learning and that using such materials promotes learning in the CTE

Open Learning Practices. This is in line with Ekwueme and Igwe (2001) as they cited teachers who guarantee effectiveness and adequate usage of instructional materials facilitate success. Moreover, Oremeji (2002) asserted that any teacher who knows how to use and takes advantage of educational materials will find that they can make almost countless contributions to the teaching and learning process. Furthermore, he also added that instructional materials have a high value in conveying information, expounding difficult and complicated concepts, stimulating thought, sharpening observation, creating interest, and satisfying individual difference.

**Facilities.** The faculty agreed the university has rooms and other facilities helpful in the Open Learning Practices of both the students and faculty ranked first with the weighted mean of 3.11 but disagreed that the university has clean restrooms that could be used by the faculty and students for open learning practices only which garnered the lowest average weighted mean of 2.28. Overall, the average composite mean of 2.66 indicates respondents' agreement on that the assessment of facilities. It is also evident that both the respondents were satisfied with the facilities of the university, made them feel contented and safe. This finding is in consonance with Vicario (2017) that safety has a great effect on the daily performance of the generations of teaching and learning. Thus, educational institutions must be safe and secure spaces for students, teachers and non-teaching staff.

In general, the average composite mean of 2.66 reflected agreement on the facilities provided for the Open Learning Practices. Results find relevance to the study of Schneider (2002) which affirmed that good school facilities have a great effect on the daily performance of the generation of teachers and students who will use them. Furthermore, Okyere-Kwakye (2013) both concluded that facilities like urinal and toilet facilities in some universities were available but not adequate.

**Delivery of Instruction.** Respondents strongly agreed that the BatStateU ARASOF-Nasugbu CTE Open Learning Practices used



different modes of delivery of instruction which had the highest average weighted mean of 3.32 while the respondents agreed that BatStateU ARASOF-Nasugbu CTE Open Learning Practices used effective ways of sharing knowledge through online discussions. This scored the lowest assessment in average weighted mean of 2.44.

In general, the ratings given by the respondents, although comparatively good, were indication that the university needs to further improve the delivery of instruction in the CTE Open Learning Practices. It also shows the importance of the role of the faculty in adhering to and choosing the best delivery mode of instruction to use. As Martel (2009) cited, teachers understand and use specific strategies to improve student achievement levels, provide a wider range of instructional alternatives, and promote diversified learning methods for any degree of student ability. It is therefore the teacher’s knowledge of various tools and resources that helps connect educational achievement gaps. This contrasts with the study of Juma (2000) which indicated that most of the programs mainly used print as the medium of instruction. Though supplementary materials such as slides and experimental kits reinforced each other in achievements of desired goals of the open and distance education, these were generally not used due to the poor design of the course programs and lack of funds.

**Evaluation of Learning.** Rated highest was that the traditional method of assessment was still used as a way of evaluating students' learning and periodic student evaluation of teaching and learning was part of the practices of open learning in evaluating students' learning which scored the highest average weighted mean of 3.06 agreed by the respondents; while the least rating, journals were used as a learning tool, which garnered an average weighted mean of 2.59 and disagreed by respondents.

In general, the composite mean of 2.80 clearly shows that all practices mentioned were agreed to be used in the Open Learning in CTE. Furthermore, the results of the assessments of the study were contrary to findings of O'Farrell (2009), wherein she affirmed that giving feedback is also timely, which most of the lecturers overlook. It

should be provided as early as possible so students can reflect on their work. This mean that regular feedback or evaluation could help the students know what to improve or change. Moreover, lectures should decide on how much time they should be spent sitting and correcting assessment and giving in feedback to their students.

### 3. Comparison of the Assessments of the Faculty and Student Respondents

Table 1 presents the comparison of assessments of the respondents regarding the different practices of the CTE Open Learning.

**Table 1**  
*Comparison of the Assessments of the Faculty and Student Respondents*

Practices	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Instructional Materials	.000	4.85	Reject	Significant
Facilities	.01	2.82	Reject	Significant
Delivery of Instruction	.03	2.31	Reject	Significant
Evaluation of learning	.002	3.64	Reject	Significant

The assessments of the faculty and students regarding the Open Learning practices used by the CTE Open Learning Practices showed significant differences considering instructional materials, facilities, delivery of Instruction, and evaluation of learning reflected in computed t-values ranging from 2.82-4.85 which was higher than p-values ranging from .000 to .03 at .05 level of significance.

As to instructional materials, it is indicative that both groups of respondents may have observed the use of instructional materials differently. The finding of this study are similar to lfeanyi and Olakulehin (2010) which revealed that lack of availability and poor distribution of course materials continue to be problems such as delays and difficulties in developing and distributing materials to students and study centers.

In the case of the delivery of instruction, results revealed the faculty and students differed on their assessments regarding the delivery of the



instruction used in the Open Learning Practices of CTE. This means that the two groups of respondents had different ratings on the delivery of instructions used and practiced which could probably be because they have observed that the different modes of delivery were used and that these modes were moving towards the use of ICT from the traditional print media. At this point, the students thought otherwise.

In terms of evaluation of learning, respondents indicated differences in their responses on the different items. This may be because the students believed that the faculty are the best persons to identify which evaluation measure to use because they were familiar in the use of various evaluative tools that can lead to better assessment of students' performance either in face to face or Open Learning. The respondents also believed that the evaluation of learning used in the assessment of students can still be improved in the long run.

The findings of the study have similarities to Valentine's (2002) work which posited that despite the problems of distance and open learning, students were relatively satisfied with what they were receiving but believed there was a need for immediate improvements for instructors.

Additionally, the findings of the study were found distinct from the study of Belawati and Zuhain (2007) revealed that continuous assessment was important to determine what works in meeting the Open Learning goals. Further, benchmarking in the university was needed to undertake remedial actions to help improve the overall performance of the practices in the open learning of CTE in BatStateU ARASOF – Nasugbu.

#### 4. Problems Encountered in the Various Forms of Delivery of Instruction

Table 2 exhibits the ranking of the problems encountered by the faculty.

The problems most encountered by the faculty include time and availability, internet connectivity, and followed by lack of multimedia and support services while the least common problem was personal issues.

**Table 2**

*Problems Encountered in the Various Forms of Delivery of Instruction*

Problems Encountered	Faculty (Rank)	Student (Rank)	Total Rank
1. Time and Availability	1	9	10
2. Internet Connectivity	2	11	13
3. Lack of Multimedia Instruction	3.5	6	9.5
4. Lack of Support Services	3.5	5	8.5
5. Lack of Experience and Training	5	7	12
6. Knowledge in the use of delivery	6	3	9
7. Cost/Honoraria	7	10	17
8. Lack of University Facilities	8	1	9
9. Effectiveness of the Delivery of Instruction	9	2	11
10. Lack of Feedback and Contact with Students	10	8	18
11. Personal Issues	11	4	15

For the students, the most common problems were lack of university facilities, the effectiveness of the delivery of instruction, and knowledge in the use of delivery, and ranked last by the students was internet connectivity. These results find support in the study of Attri (2012) which cited that there are problems in distance education. Though there is danger in stereotyping the system, the system of distance education will always require better planning and implementation and it must be operated in a challenging and difficult environment of openness.

#### 5. Curriculum Enhancement to Ensure Quality Learning in The Open Learning Practices

Open Learning Practices is a curricular offering used by the College of Teacher Education in BatStateU ARASOF-Nasugbu to provide

opportunities to baccalaureate degree holders to take up units in professional education, and later become professional teachers after passing the LET. These open learning practices are flexible that it enables learners to learn at the time, place and pace that satisfy their needs. It offers a mode of delivery that is traditional, and the instructions are delivered through designed materials and methods. Students enrolled in these programs take the exam and meet every Saturday.

Generally, in this type of learning, the students look forward to getting an education from qualified faculty, learning from effective instructional materials, varied modes of instruction, and be graded using appropriate means of evaluation. Moreover, they expect to use facilities of the University despite the that their sessions are on Saturdays.

To ensure quality learning in the Open Learning Practices of CTE in the University, there is a need to assess and evaluate the current practice used by the College of Teacher Education. This study factors in identifying the strengths and weaknesses of the Open Learning Practices which were assessed by the two sets of respondents.

A curriculum enhancement program in the form of a proposed strategic plan which includes objectives and strategies was conceptualized using assessments of faculty and students on the different practices of open learning together and comments from the reviewed related literature. The researcher believes that the plan may ensure quality learning in open learning in the University.

## CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. Majority of the faculty are female with Bachelor of Secondary Education or Bachelor of Arts degree, with instructor rank. On the other hand, majority of the students are female, Bachelor of Information Technology graduates but unemployed.
2. Most of the faculty and students commonly agreed on the effectiveness,

appropriateness, adequacy, variation on modes and tools of instructional materials, facilities, delivery modes and evaluation tools used in the Open Learning Practices.

3. The faculty and students differ significantly in their assessments in all aspects of the Open Learning Practices.
4. Common problems encountered by the faculty and students are lack of support services and lack of multimedia instruction.
5. The proposed curriculum enhancement when studied and refined for implementation may ensure quality learning for students in the Open Learning Practices.

## RECOMMENDATION

From the findings and conclusions of the study, the following recommendations are offered:

1. Strategic plan for curriculum enhancement may be presented to the Executive Director, Dean of Colleges and Associate Dean of CTE for their suggestions and recommendations before adoption and implementation in the BatStateU ARASOF-Nasugbu.
2. Benchmarking on the other SUCs which successfully implement Open Learning may be done to gather the best practices to use for BatStateU ARASOF-Nasugbu.
3. The Open Learning mode to fully serve those who want to gain access to education but are constrained by time, geography and workload may be adopted.
4. Future researchers are encouraged to continue this study and develop a system that will help future open learning programs of BatStateU in adopting and using online or virtual mode in the delivery of instruction.

## REFERENCES

- Arinto, P. B. (2007). Going the distance: towards a new professionalism for full-time distance education faculty at the university of the Philippines.



- International Review of Research in Open and Distance Learning. Volume 8, Number 2.*
- Attri, A. K. (2012). Distance education: problems and solutions. *International Journal of Behavioral Social and Movement Sciences. 01 (04), 42-58.*
- Belawati, T. and Zuhain, A. (2007). The practice of a quality assurance system in open and distance learning: a case study at universitas Terbuka Indonesia (the indonesia open university). *The International Review of Research in Open and Distance Learning, 8 (1), 1-15*
- Bruner, J. (2007). Factors motivating and inhibiting faculty in offering their courses via distance education. *Online Journal of Distance Learning Administration, 10 (2)*
- Demiray, E. and Dundar, S. (2013). Gender analysis of students enrolled in Anadolu University. *The Online Journal of Distance Education and e-Learning, 1 (3)*
- Ekwueme, I. and Igwe, R. (2001). Introduction to the teaching profession. Lagos: Jas Publishers, 2001. <http://www.unilag.edu.ng/researchview2.php?sno=1&2pub=1603>
- Gaskell, A. & Mills, R. (2014) The quality and reputation of open, distance and e-learning: What are the challenges? *Open Learning: The Journal of Open, Distance and e-Learning, 29:3, 190-205.* DOI: 10.1080/02680513.2014.993603
- Geith, C. & Vignare, K. (2014). Access to education with online learning and open educational resources: can they close the gap?. *Online Learning 12 (1).* DOI:10.24059/olj.v12i1.39
- Hill, P. (2014). Effects of Digital Education Trends on Teaching Faculty. Association of Public and Land-Grant Universities Conference. [feldstein.com/aplu-digital-education-trends-teaching-faculty/](http://feldstein.com/aplu-digital-education-trends-teaching-faculty/)
- Ifeanyi, P.A, & Olakulehin, F.K. (2010) Reflections on open and distance learning in the developing world. Lagos, Nigeria: National Open University of Nigeria.
- Juma, M. N (2000). The establishment of a higher education, open and distance learning knowledge base for decision makers in Kenya. A Paper Presented at the UNESCO Conference: Kenya, Nairobi. Nairobi.
- MacNell, L., Driscoll, A. & Hunt, A.N (2014). What's in a name: Exposing gender bias in student ratings of teaching. *Innov High Educ 40, 291-303 (2015).* <https://doi.org/10.1007/s10755-014-9313-4>
- Martel, H.A. (2009). effective strategies for general and special education teachers. Senior Honors Theses & Projects. 210. <https://commons.emich.edu/honors/210>
- Mills, A., Mills, H. and Mills, A. J. (2009). Critical sensemaking and workplace inequities.' In M. Ozbilgin (Ed.) Equality, Diversity and Inclusion at Work: A Research Companion, pp.171-178. Cheltenham: Edward Elgar Press.
- Okyere-Kwakye, E. (2013). Availability of supportive facilities for effective teaching. *Journal of Education Studies 3(1).* <https://doi.org/10.4471/remie.2013.09>
- Orencia, M. A. R. (2014). Pilot implementation of online learning in the Philippines: Challenges and insights. <http://worldliteracysummit.org/wordpress/wp-content/uploads/2014/05/Presentations/Melissa%20Alma%20Orencia%20-0Philippine%20Normal%20University.pdf>
- Oremeji, C.J. (2002). Strategies in educational administration and supervision. Port Harcourt: High Class Publishers. (<http://www.gistarea.com/effect-instructional-materials-training-teaching-economics-secondary-schools-nigeria/>)
- Republic Act. 10650. Open distance learning act. Retrieved from <https://mirror.officialgazette.gov.ph/2014/12/09/republic-act-no-10650/>
- Schneider, M. (2002). Do School Facilities affect academic outcomes? <http://www.ncef.org/pubs/outcomes.pdf>.
- Sumrall, J. G. (2002). *Factors which influence faculty attitudes and perceptions of distance education in analytical subject areas.* Dissertation: Louisiana State University and Agricultural and Mechanical College.
- Valentine, D. (2002). Distance learning: promises, problems, and possibilities" *Journal of Distance Learning Administration, Volume 5, Number 3, Fall, 1-11.*
- Vicario, A. (2017). Practices that promote comprehensive school safety. *New Trends and*

*Issues Proceedings on Humanities and Social Sciences. 3. 304-312. 10.18844/gjhss.v3i1.1779.*

## AUTHOR'S PROFILE



**Aleli Abad-Dadayan** is an assistant professor in Batangas State University ARASOF-Nasugbu. She graduated with the Degree of Bachelor of Arts in Journalism in the University of Santo Tomas, Master of Arts in Education in Educational Management and Doctor of Philosophy in Educational Management in Batangas State University. She is also an elementary and secondary textbook author and module writer.

## COPYRIGHTS

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*