

Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.



**INTERNATIONAL JOURNAL OF  
MULTIDISCIPLINARY RESEARCH & REVIEWS**

journal homepage: [www.ijmrr.online/index.php/home](http://www.ijmrr.online/index.php/home)

**PERCEPTION AND ATTITUDE OF TEACHERS TOWARDS USAGE OF  
AI IN PHYSICAL CLASSROOM**

**Ms Suparna Mukherjee**

Assistant Professor  
ITM Institute of Hotel Management,  
Navi Mumbai

**Dr. Aparna Chakraborty**

Associate Professor  
Government College of Education,  
Banipur, North 24 Parganas  
West Bengal

**How to Cite the Article:** Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.



<https://doi.org/10.56815/ijmrr.v5i3.2026.354-366>

<i>Keywords</i>	<i>Abstract</i>
<i>Artificial Intelligence, Perception, Digital Learning, One Sample t-test.</i>	The integration of AI technology in classroom teaching has become an essential component of contemporary education, yet teachers' perceptions and readiness remain critical determinants of successful adoption. As AI-driven tools increasingly influence the central role played by educators in determining how effectively these technologies are implemented. Hence, understanding teachers' attitude towards AI is crucial in ensuring that technological innovation aligns with pedagogical goals and enhances overall quality



[The work is licensed under a Creative Commons Attribution  
Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

of classroom learning experiences. The objective of this study is to evaluate factors influencing adoption of AI in the undergraduate classroom and to analyze the Perception and Attitude of teachers towards usage of AI in the physical classroom. The test used in the current study is One Sample t-test using R Studios. Data from this study came from a survey conducted upon 125 undergraduate teachers. The analysis revealed that teachers generally hold a positive perception and attitude toward the use of Artificial Intelligence (AI) in physical classrooms. The results indicate that the adoption of AI significantly contributes to improving student engagement, facilitating personalized learning, providing instant feedback, saving teachers' time, enabling smart content creation, supporting slow learners, enhancing interactive visual learning, allowing real-time lesson adaptation, increasing teaching efficiency, strengthening classroom interaction, improving classroom management, and developing interactive question banks. The statistical results further confirm that these dimensions are significant factors influencing teachers' perception and attitude toward the usage of AI in physical classroom teaching.

### Introduction:

The advent of the artificial intelligence (AI) in education is swiftly transforming the classroom practice, providing new affordances to personalization, feedback, assessment, and administrative automation. The introduction of AI into face-to-face classrooms will guarantee customized learning experiences, fast formative assessments, and guided assistance of various students, as well as alter the role of teachers as carriers of content to the students towards creators of learning experiences and facilitators (Runge, et al. 2025). However, the perception of teachers, their attitude, and willingness to use AI-enabled intervention is a critical factor in determining the success of such interventions; the belief system of teachers determines whether AI will be used in complement with the pedagogy or be opposed as a disruptive technology (Kong, Yang, and Hou, 2024).

The attitudes of teachers to AI are influenced by both practical issues, which include whether it is useful or not, perceived usefulness, and confidence to implement it, as well as ethical and pedagogical issues, including transparency, fairness, and effect on student autonomy. Empirical



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

research shows that more digitally competent teachers express more positive views on AI, whereas inexperience and lack of confidence (AI self-efficacy) can generally harness enthusiasm even with the awareness of the potential benefit (Galindo-Dominguez et al., 2024; Bergdahl and Sjoberg, 2025). In addition, the emergence of generative AI tools has presented more levels of complexity: possibilities of creative teaching and effectiveness coexist with fears of academic dishonesty, excessive dependence, and the loss of critical thinking in case the use of AI is not supported at the pedagogical level (Kong et al., 2024).

In addition to personal assumptions, contextual issues (professional growth, institutional policies, technological infrastructure, and normative expectations in school communities) are determining factors in influencing classroom uptake. The studies carried out in the area of teacher training evidence that the involvement in the courses connected with AI and the development in AI-specific pedagogical knowledge (AI-TPACK) has positive association with intentions to use AI in instruction and actual usage practices (Runge et al., 2025). At the same time, value-sensitive views underline the idea that educators consider AI based not solely on functionality but on its consistency with human values of autonomy, care, and explicability, which directly relate to the aspect of acceptability in the physical classroom (Shen et al., 2025).

With this background, the research on the perceptions and attitudes of teachers on the use of AI in physical classes is timely and needed. This kind of inquiry has the potential to reveal readiness levels, affective and ethical reservations, and find levers, including teacher education, policy and design practices that might allow AI to assist and not replace core pedagogical commitments. This paper then investigates the perception, affective, and attitudinal disposition of classroom teachers at the undergraduate level towards the use of AI in face-to-face instruction and the interaction effects of digital competence, self-efficacy, and institutional supports in determining the willingness of teachers to incorporate AI tools into normal instruction.

## Review of Literature

Being one of the branches of computer science, AI is deemed as one of the most important technologies ever developed (Yau et al., 2022). The abbreviation AI is used to describe the “technology of the simulated human intelligence through technological innovation via computers (Russell and Norvig, 2010), such as machine learning, deep learning, and neural networks”



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

(Aggarwal, 2018). The education industry was revolutionized by digital technologies, tools, and applications, including Chatbots rooted in artificial intelligence, which fundamentally transformed the whole education process (Romero R. et al., 2023, Akgun and Greenhow, 2021) The significance of creating AI literacy has been growing since the concept of AI has become a part of our lives and has a far-reaching effect on society, as it is entering the educational sector at a rapid pace. The application of AI in the 21 st century classroom is a relatively new and popular topic in the circles of teachers across all levels. It is also being proposed that collaboration between humans and AI can be one of the means to enhance the results of education among the students (Luckin and Holmes, 2016) in a debate that tackles both opportunities and challenges related to the use of AI in education. Although AI can be used to democratize education, it can also lead to disparities by decreasing accessibility to underprivileged students who do not have access to AI educational technologies, including gender equality promotion technologies. It is especially relevant in a country like s India where opportunity, social, and digital inequity can be major obstacle in achieving fair access to AI and other technological learning tools and resources. This paper analyses the purpose of AI in higher education within the Indian universities system, and identifies the dimensions of AI applications, reviews factors which influence the adoption of AI in the higher education processes and formulates a model of how AI applications can be implemented in the higher education industry using a quantitative study design. To educate learners to use AI at advanced stages, some researchers have noted the need to equip teachers with knowledge of AI tools (Sharma, S., et al. 2024). In this study, the authors propose ways in which GenAI transforms higher education with regard to the four key areas of education - learning, teaching, assessment and administration. Most educators have come to believe that teachers must know about AI, as well as how they can make pedagogical use of AI to improve the learning experience of their students. (Edwards et al. 2018) Teachers need to attain the ability to choose and use AI educational learning tools in classrooms. The individual capabilities of teachers using AI technology to teach have the possibility of improving student learned experiences by offering one-on-one learning support to students according to their own unique needs. Nonetheless, it is also stated that a significant number of teachers barely implement AI educational tools in the classroom because of its expense, its infrequent use in classroom activities, the absence of teacher training, and the un-inclusiveness



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

of educational tools (Yim et al., 2024). With the rise in entry of countries worldwide into the AI education sphere, the quality of AI literacy of teachers and their awareness of AI educational technologies becomes more in demand (Yim et al., 2024). There are various issues that face the trainers when training teachers to adopt and use AI. Not all teachers are ready to comprehend artificial intelligence and its application due to the lack of technical knowledge. In addition, the institutions they are employed in give them minimal access to software and the Internet. Thus, educators cannot use and incorporate it into their current curriculum. Moreover, educators believe that AI application will violate their privacy and pose moral concerns. Therefore, it is necessary to organize extensive training programs that would educate teachers and eliminate the difficulties they experience when learning or working with AI applications. (Aljemely, 2024)

### **Objectives of the Study:**

1. To evaluate factors influencing Adoption of AI in physical classroom.
2. To analyze the Perception and Attitude of teachers towards usage of AI in physical classroom.
3. To suggest practical and strategic measures to enhance teachers effective AI adoption in physical classroom teaching.

### **Hypothesis:**

H<sub>0</sub>: The Perception and attitude of teachers towards usage of AI in physical classroom is insignificant.

H<sub>1</sub>: The Perception and attitude of teachers towards usage of AI in physical classroom is significant.

### **Research Methodology:**

The current research adopted descriptive research design. Data was gathered through both the primary and secondary sources to have a complete view of the research problem. The structured questionnaire was used to gather primary data from undergraduate level teachers in Mumbai, Maharashtra. The secondary data was obtained through appropriate academic journals and articles. Sampling was done using a non-probability purposive sampling method. The final sample consisted of 125 undergraduate level teachers. Sample size adequacy was further supported by the



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

guideline proposed by Faul et al. (2009), which indicates that a minimum sample size of 45 respondents is sufficient for conducting a one-tailed one-sample statistical test. Data analysis was carried out using parametric one-sample statistical tests, using R Studio software. The study has strictly followed established ethical guidelines for data collection and analysis as suggested by Pirani (2024).

### Data Analysis and Interpretation:

**Table No: 1 Factors Influencing Adoption of AI in physical classroom**

Factors	Citations
<b>Performance Expectancy</b>	Sharma et al. (2024); Nguyen et al. (2023); Romero Rodríguez et al. (2023)
<b>Effort Expectancy</b>	Johal et al. (2018); Aljemely (2024); Yim et al., (2024)
<b>Social Influence</b>	Chiu et al. (2023); Sharma et al. (2024); Yim et al., (2024)
<b>Facilitating Conditions</b>	Aljemely (2024); Bakshi & Kapoor (2025)
<b>Behavioral Intention</b>	Sharma et al. (2024); Chiu et al. (2023); Nguyen et al. (2023)
<b>Attitude Toward AI Use</b>	Akgun & Greenhow (2021); Yim et al., (2024); Romero Rodríguez et al. (2023)
<b>Subjective Norms</b>	Sharma et al. (2024); Chiu et al. (2023)
<b>Perceived Behavioral Control</b>	Cheng & Yim (2024); Aljemely (2024); Edwards et al. (2018)



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

<b>AI Literacy / Digital Competence</b>	Akgun & Greenhow (2021); Yim et al., (2024); Chiu et al. (2023)
<b>Ethical &amp; Privacy Concerns</b>	Aljemely (2024); Bakshi & Kapoor (2025); Luckin & Holmes (2016)
<b>Equity &amp; Digital Divide Concerns</b>	Bakshi & Kapoor (2025); Luckin & Holmes (2016)
<b>Pedagogical Compatibility</b>	Edwards et al. (2018); Chiu et al. (2023); Romero Rodríguez et al. (2023)
<b>Cost &amp; Resource Constraints</b>	Bakshi & Kapoor (2025)
<b>Human–AI Collaboration Perception</b>	Luckin & Holmes (2016); Chiu et al. (2023)

**Table No: 2 Summary of Perception and attitude of teachers towards usage of AI in physical classroom (One Sample t-test)**

Perception and attitude of teachers	Mean	t-value	p-value	Results
Student Engagement	4.383	35.001	0.001	Significant
Personalized Learning	4.320	26.609	0.000	Significant
Instant Feedback	4.404	28.459	0.000	Significant
Timesaving for Teachers	4.351	26.471	0.003	Significant



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

<b>Smart Content Creation</b>	4.297	25.599	0.005	Significant
<b>Support for Slow Learners</b>	4.325	31.060	0.000	Significant
<b>Interactive Visual Learning</b>	4.289	25.284	0.000	Significant
<b>Real-Time Lesson Adaption</b>	2.019	20.801	0.004	Significant
<b>Increased Teaching Efficiency</b>	4.299	25.758	0.000	Significant
<b>Enhanced Classroom Interaction</b>	2.006	20.975	0.000	Significant
<b>Better Classroom Management</b>	4.315	26.441	0.000	Significant
<b>Interactive Question Banks</b>	4.305	25.947	0.000	Significant

The One-Sample t-test was conducted to examine teachers' perception and attitude toward the usage of Artificial Intelligence (AI) in the physical classroom by comparing the mean scores of each dimension with the test value (neutral value). The results indicate that Student Engagement, Personalized Learning, Instant Feedback, Timesaving for Teachers, Smart Content Creation, Support for Slow Learners, Interactive Visual Learning, Real-Time Lesson Adaption, Increased Teaching Efficiency, Enhanced Classroom Interaction, Better Classroom Management, and Interactive Question Banks have p-values less than 0.05, they are statistically significant. Therefore, the null hypothesis is rejected and alternate is accepted.

Overall, the One-Sample t-test results reveal that teachers possess a significantly positive attitude toward the integration of AI in physical classrooms, especially in terms of engagement, efficiency, personalization, and classroom management. At the same time, the findings highlight the need for greater awareness and training to improve teachers' perception of AI in professional development and extended learning support.



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

**Table No: 3 Hypothesis Testing and Result:**

Test used	Results	Interpretation	Null/ Alternate
One Sample t-test	As most of the p values are less than 0.05. Perception and attitude of teachers towards usage of AI in physical classroom Thus, $H_0$ is rejected and $H_1$ is accepted as $p(\text{value}) < \text{level of significance } 5\%$ .	Since, p-values less than 0.05 Thus, it can be concluded that Student Engagement, Personalized Learning, Instant Feedback, Timesaving for Teachers, Smart Content Creation, Support for Slow Learners, Interactive Visual Learning, Real-Time Lesson Adaption, Increased Teaching Efficiency, Enhanced Classroom Interaction, Better Classroom Management, and Interactive Question Banks are significant factors influencing teachers' perception and attitude toward the usage of AI in the physical classroom	Alternate accepted

### Conclusion:

The results strongly imply that teachers have a very positive perception and attitude to the application of Artificial Intelligence (AI) in the real physical classroom. Student engagement is one of the most agreeable dimensions, as well as personalized learning, instant feedback, time saving, creation of smart content, support of slow learners, interactive visual learning, increased teaching efficiency, improved classroom management and interactive question banks. This implies that educators are aware that AI is a useful instructional support tool that can promote teacher effectiveness, help improve the learning process, and achieve overall classroom efficiency. Simultaneously, the less agreement was seen with regards to the real-time lesson adjustments and improved classroom interaction. Despite statistically significant results, these findings suggest that



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

there may be reservations or limited confidence of teachers with regards to the capacity of AI to dynamically change lessons during instruction or reinforce interpersonal classroom communication. On the whole, the findings prove the positive and progressive nature of the attitude of teachers to the introduction of AI in physical classes. Nevertheless, specialized training and actual experience in certain fields can contribute to their increased confidence further and help to use the pedagogical advantages of AI-supported teaching to the fullest.

### **Suggestions:**

- Institutions can create practical training programs that are particularly aimed at the adaptation of real-time lessons and interacting AI tools. As the agreement of teachers in these aspects is relatively lower, practical workshops where the simulation of the classroom work is illustrated, may enhance the confidence and skills of practical use.
- Institutions can launch generic AI-based lesson planning models that educate teachers on the proper application of AI in the communication, customization, and classroom control. This would assist in the translation of positive perceptions into implementation practices.
- Educational organizations may support the creation of communities of practice or peer groups of teachers in which teachers exchange experience, problems, and practices regarding the use of AI. Group learning experiences can be used to improve classroom interaction methods with the help of AI.
- The management can guarantee a stable access to the reliable digital infrastructure, the latest AI applications and technical support. The efficient technological operation would support the positive perception of the teachers towards the efficiency, time-saving, and intelligent content development.
- The educational institutions can encourage a middle way, where AI is viewed as an assistant and not as a substitute to teacher communication. Showing the ways AI can improve communication in the classroom instead of declining it is an opportunity to alleviate the fear of less interaction.
- Institutions can establish continuous professional education programs on the use of AI ethically, student data privacy, and AI design inclusivity. This would establish credibility in



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

the long term and instill confidence in teachers to implement AI in a responsible manner in a physical classroom setting.

#### **AUTHOR(S) CONTRIBUTION**

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

#### **CONFLICTS OF INTEREST**

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

#### **PLAGIARISM POLICY**

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will take care by all authors. Journal and editors are not liable for aforesaid matters.

#### **SOURCES OF FUNDING**

The authors received no financial aid to support for the research.

#### **REFERENCES**

1. Aggarwal, C., C., [2023] *Neural Networks and Deep Learning: A Textbook*. Charu C Aggarwal. ISBN 978-3-031-29642-0 (eBook) <https://doi.org/10.1007/978-3-031-29642-0>. Springer
2. Akgun, S., and Greenhow, C., [2021] *Artificial intelligence in education: Addressing ethical challenges in K-12 settings*. *AI and Ethics*. Volume 2, pages 431–440
3. Aljemely, Y., [2024] *Challenges and best practices in training teachers to utilize artificial intelligence: a systematic review*. *Frontiers in Education*. Volume 9 - 2024 | <https://doi.org/10.3389/feduc.2024.1470853>
4. Bakshi, A., K., and Kapoor, V., [2025] *Artificial Intelligence and the Future of Education*. *Indian Journal of Educational Technology* Volume 7, Issue 1.
5. Bergdahl, N., & Sjöberg, J. (2025). *Attitudes, perceptions and AI self-efficacy in K-12 education*. *Computers and Education: Artificial Intelligence*, 8, 100358. <https://doi.org/10.1016/j.caeai.2024.100358>



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

6. Chiu, T., K.,F.,T. [2024] Future research recommendations for transforming higher education with generative AI. *Computers and Education: Artificial Intelligence*. Volume 6, June 2024, 100197. <https://doi.org/10.1016/j.caeai.2023.100197>
7. Dhawan, S. [2020] Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Technology Learning Systems* Vol 49 Issue 1 <https://journals.sagepub.com/home/ETS>
8. Edwards, E., Edwards, A., Spence, P., & Lin., X. [2018] I, teacher: using artificial intelligence (AI) and social robots in communication and instruction. *Communication Education* 67(4):473-480 DOI:[10.1080/03634523.2018.1502459](https://doi.org/10.1080/03634523.2018.1502459)
9. Faul F., Erdfelder E., Buchner A., Lang A.-G. (2009). Statistical power analyses using G\* Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41, 1149–1160.
10. Galindo-Domínguez, H., Delgado, N., Campo, L., & Losada, D. (2023). Relationship between teachers' digital competence and attitudes towards artificial intelligence in education. *International Journal of Educational Research*, 126, 102381. <https://doi.org/10.1016/j.ijer.2024.102381>
11. Kong, S. C., Yang, Y., & Hou, C. (2024). Examining teachers' behavioural intention of using generative artificial intelligence tools for teaching and learning based on the extended technology acceptance model. *Computers and Education: Artificial Intelligence*, 7, 100328. <https://doi.org/10.1016/j.caeai.2024.100328>
12. Kumar, J. M., [2023] Artificial Intelligence in Education: Are we ready? *IETE Technical Review* Volume 40, 2023
13. Luckin, R., & Holmes, W., [2016] *Intelligence Unleashed: An argument for AI in Education*. ISBN: 9780992424886. Pearson Education
14. Nguyen, T. T., Thuan, H. T., and Nguyen, M. T. (2023). Artificial Intelligent (AI) in teaching and learning: A comprehensive review. *ISTES BOOKS*.
15. Pirani, S. (2024). Navigating Research Ethics: Strategies for preventing and Addressing Research Misconduct, *International Journal of Multidisciplinary Research & Reviews*, Vol 03, No. 02, PP.96-104



Suparna Mukherjee, Aparna Chakraborty (2026). *Perception and attitude of teachers towards usage of AI in physical classroom*. International Journal of Multidisciplinary Research & Reviews. 5(3). 354-366.

16. Romero Rodríguez, J. M., Ramírez-Montoya, M. S., Buenestado Fernández, M., and Lara Lara, F. (2023). Use of ChatGPT at university as a tool for complex thinking: Students' perceived usefulness. *NAER* 12, 323–339. doi: 10.7821/naer.2023.7.1458
17. Runge, I., Hebibi, F., & Lazarides, R. (2025). Acceptance of Pre-Service Teachers Towards Artificial Intelligence (AI): The Role of AI-Related Teacher Training Courses and AI-TPACK Within the Technology Acceptance Model. *Education Sciences*, 15(2). <https://doi.org/10.3390/educsci15020167>
18. Russel, S., and Norvig, P. (2010). Artificial Intelligence A Modern Approach. *Artificial intelligence - a modern approach*. London: Pearson Education.
19. Sharma, S., Singh, G., Sharma, C.S. et al. (2024). Artificial intelligence in Indian higher education institutions: a quantitative study on adoption and perceptions. *Int J Syst Assur Eng Manag* <https://doi.org/10.1007/s13198-023-02193-8>
20. Shen, Y., Le, H., Wang, Z., & Wang, Q. (2025). Teachers' perceptions of value-sensitive AI in education: A case study of AI tutor. *Teaching and Teacher Education*, 168, 105253. <https://doi.org/10.1016/j.tate.2025.105253>
21. Yim, I.H.,Y., & Wegerif, R. [2024] Teachers' perceptions, attitudes, and acceptance of artificial intelligence (AI) educational learning tools: An exploratory study on AI literacy for young students. *Future in Educational Research*. <https://doi.org/10.1002/fer3.65>
22. Yau, K., Chai, C., Chiu, T.,K., F., Meng, H., King, I., and Yam, Y., [2023] A Phenomenographic approach on teacher conceptions of teaching Artificial Intelligence in K=12 Schools. *Education and Information Technologies*. Volume 28, pages 1041–1064
23. Yim, I, H., Y., & Wegerif, R., [2024] Teachers' perceptions, attitudes, and acceptance of artificial intelligence (AI) educational learning tools: An exploratory study on AI literacy for young students. <https://doi.org/10.1002/fer3.65>
24. Zaidi, N. N. A., Hashim, H., & Sulaiman, N. A. (2026). Language Classroom: A Systematic Literature Review. *Arab World English Journal*, 16(3), 180–194.

