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HAPPINESS VS ABSTENTION: LEADING TEENAGE STUDENTS TO THE BALLOT BOX

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Abstention is a major determinant in political marketing. Political apathy rises day by day all over the world, especially among young people. Who could stop this trend, and how? What actions could lead the youth to the ballot box? Given that no attention was given to answer these questions, this study aims to examine what makes teenage students happy in High School and measure the impact of their happiness and oppression on voting. It was hypothesized that "course subjects", "quality of courses", "methods of teaching", "school premises", and "government encouragement to share their opinion", each one is positively related to teenage student happiness; "food as a basic need" and "clothing as a basic need", each one is negatively related to teenage student "happiness". It was also hypothesized that teenage student' "happiness" is positively related to "voting", and "oppression" of teenage students is negatively related to "voting". Data were collected from 80 Cypriot teenage students, aged 15-17. Via correlation analysis, the results show that "quality of courses" and "methods of teaching" have a significant strong positive impact on teenage student "happiness", whereas "clothing as a basic need" has a significant weak negative impact on teenage student "happiness". In turn, happiness has a significant relatively strong positive effect on teenage student willingness to vote (when they get the right). Although "oppression" has no statistically significant difference, it shows a weak negative relationship with teenage students' intention to vote (when they get the right). Several implications for governments, Members of the Parliament, teenage student parents, High School teachers, and High School board members can be drawn from this study's findings and interesting directions for future research are provided.

Keywords: Teenage students, Happiness, Oppression, Abstention, Voting.

Introduction

Abstention plays a vital role in the political arena. Political apathy rises day by day all over the world, especially among young people. What and who could stop this? Despite the importance of these questions, no attention was given by researchers to answer. Thus, the current study aims to examine what makes teenage students happy in High School and measure the impact of their happiness and oppression on their intention to vote when they turn 18. Drawing from various disciplines literature, this study examines the relationship of specific factors (i.e., course subjects, quality of courses, methods of teaching, school premises, government encouragement to share their opinion, food as a basic need, and clothing as a basic need) and teenage student happiness; the relationship between teenage student happiness and their voting intention; and, the relationship between oppression of teenage students and their intention to voting (when they turn 18). To reach this goal, the paper proceeds to offer a brief review of the conceptual background and the methodology behind this quantitative survey. It closes with analysis and presentation of the results, discussion, practical implications, and suggestions for future research.

Literature Review

Political Marketing

Lees-Marshment (2014) defined political marketing as the way politicians use marketing tools and concepts to understand, respond to, involve and communicate with their political market in order to achieve their goals. Political marketing was also defined as the application of commercial marketing theories, concepts, orientations, and tools to the political environment (Richard, Butler, & Collins, 2015). It applies to the whole behavior of a political organization, using the concepts, not just the techniques (Ingram & Lees-Marshment (2002). According to Henneberg (2003), the main condition for an exchange is the existence of an offering, i.e., something that is valued by a voter or citizen and produced by a government, a political party, a politician or candidate. Within this scope, political marketing could act as a "bridge" to face abstention, especially among young people; it could become the tool to identify those actions that could make teenage students happy and lead them to the ballot box.

Research Gap / Aims

Given that international literature has not yet answered what could make teenage students happy and what could lead them to the ballot box, this study aims to examine a number of factors that may have an effect on teenage student happiness and their voting intention. Young people may play a significant role in a country's decision-making process as "future" adult citizens; their interest in politics is by no means lower than older people (Wagner, Johann, and Kritzinger, 2012). Thus, the researcher aims to examine the relationship between specific factors (i.e., course subjects, quality of courses, methods of teaching, school premises, government encouragement to share their opinion, food as a basic need, and clothing as a basic need) and teenage student happiness; the relationship between teenage student happiness and their voting intention; and, the relationship between oppression of teenage students and their voting intention. In the following paragraphs, the relevant literature will be reviewed. Figures 1, 2, and 3 and Appendix A present the development of the research hypotheses.

The Conceptual Background

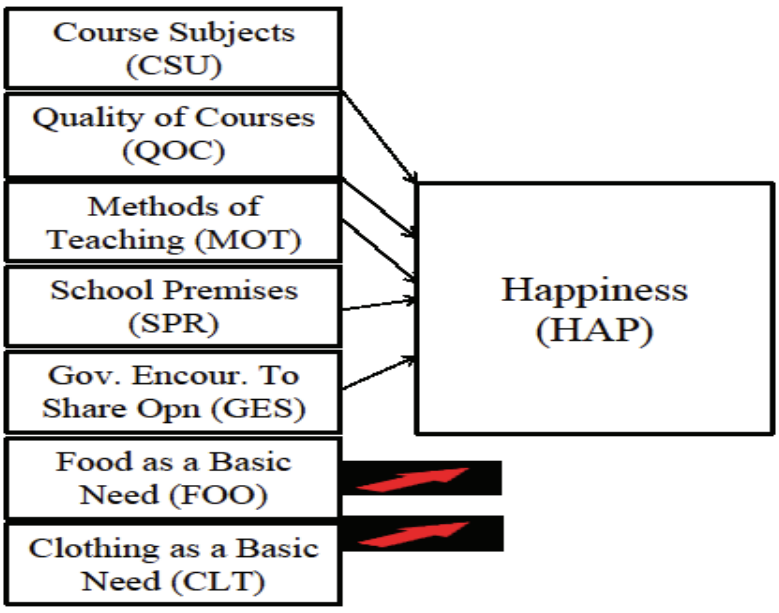
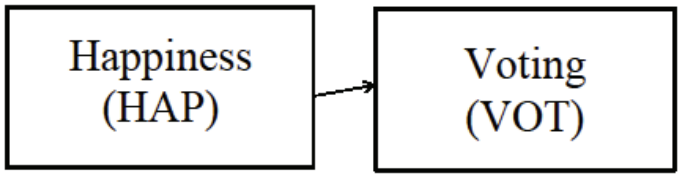


Figure 1.



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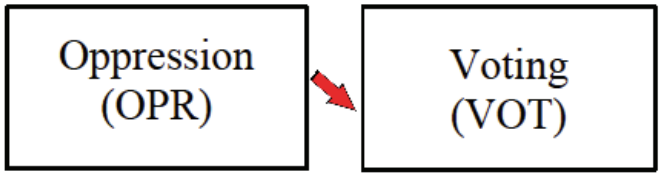


Figure 3.

Conceptual Framework and Research Hypotheses

Happiness

Happiness is used in the context of mental or emotional states, including positive or pleasant emotions ranging from contentment to intense joy (Wolfram, 2012). It is used in the context of life satisfaction, subjective well-being, Eudaimonia, flourishing and well-being (Anand, 2016). According to Karavdic and Baumann (2014), happiness and life satisfaction of students is related to socioeconomic and perceived health difficulties, and career attitudes. Demirbatir's study (2015) also showed significant relationships between psychological well-being, happiness, and educational satisfaction supporting that depression, stress, and anxiety have a negative impact on happiness.

Course Subjects

The quantity of work which is undertaken in any particular course differs from the quantity which could be required before the quantitative standards were pushed up to their present level (Judd, 1915). According to Dillon (2006), thousands of U.S. schools responded to the reading and math testing requirements laid out in No Child Left Behind, President Bush's signature education law, by reducing class time spent on a number of subjects. The increasing focus on two basic subjects had divided the nation's educational establishment. Some authorities, including Secretary of Education Margaret Spellings, said the federal law's focus on basic skills is raising achievement in thousands of low-performing schools. Others supported that by reducing the academic menu this gives bored teenagers the message that school means repetition and drilling. "Only two subjects? What a sadness" said Thomas Sobol, an education professor at Columbia Teachers College and a former New York State education commissioner. "That's like a violin student who is only permitted to play scales, nothing else, day after day, scales, scales, scales. They'd lose their zest for music". Elimination is a doubtful method of treating young people in a democratic country; it is much better to find means of requiring these young people satisfactory work, to take some profit. Dillon's study (2006) showed that some schools put students who have not completed the work of elementary school into secondary courses. This transfer results in the achievement of higher and more advanced work. According to Grossman and Stodolsky (1995), High School teachers belong to distinctive subject subcultures (i.e., differing beliefs, norms, and practices). Therefore, different school subjects may complicate efforts to restructure High Schools or redesign curriculum. Thus:

H1: Course Subjects are positively related to Teenage Student Happiness

Quality of Courses

Institutions that neglect the importance of "quality courses" and make a wholesale elimination, this is a piece of clear evidence that the institution has not succeeded in establishing close relationships (Judd, 1915). Important findings by Anderson, Lankshear, Timms, and Courtney (2008) showed significance differences on the following: "The subjects are interesting"; "I am very interested in computers"; "The subject will be helpful to me in my chosen career path after school"; and, "It suited my timetable". Emphasizing the role of "quality courses", their study showed that senior High School girls considered computing subjects as boring and they expressed a strong aversion to computers. Thus:

H2: Quality of Courses is positively related to Teenage Student Happiness

Methods of Teaching

At the beginning of the last century, Judd (1915) supported that High School teachers are not prepared to allow anyone to define for them the subject matter of a High School course adding that there is no subject of instruction in the High School which has an accepted method. Some decades later, Lash and Kirkpatrick (1990) argued that teachers are the ones to make a diagnosis of the student's feelings and attitudes inferred by their behavior and response in the classroom environment. In the absence of school programs, the major responsibility of working with children in the school rests with the teacher. Teacher motivation naturally has to do with teachers' attitude to work and their desire to participate in the pedagogical process. Teachers are those who translate educational philosophy into knowledge and transfer this in the classroom. Once a teacher experiences the classroom as a safe, healthy, and happy place with supportive resources and facilities for teaching for optimal learning, overall participation will be more than expected in the process of management, administration, and improvement of the school. Teachers are the ones to advance those methods that will achieve higher student performance. Effectiveness is the "what of change" while improvement is the "how of change" (Stoll and Fink, 1996). Teacher motivation, therefore, is anything done to make students happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work (Ofoegbu, 2019). Thus:

H3: Methods of Teaching are positively related to Teenage Student Happiness

School Premises

A growing body of research connecting the quality of school facilities to student performance accompanied efforts to improve the state of the educational infrastructure in the USA. According to Uline and Tschannen- Moran (2008), although less is known about the mechanisms of these relationships, there is a relationship between the quality of school facilities and student achievement. School facilities affect learning; spatial configurations, noise, heat, cold, light, and air quality affect negatively students' and teachers' ability to perform; they need clean air, good light, and a quiet, comfortable, and safe learning environment (Schneider, 2002). A nineteenth-century study also showed a relationship between the schools built environment and student performance, achievement, and behavior. Glen and Lemasters (1996) supported that learning is influenced by the thermal environment, proper illumination, adequate space, and availability of equipment and furnishings. Thus:

H4: School Premises are positively related to Teenage Student Happiness

Government Encouragement to Share their Opinion

Students engage in a task for two reasons: a) because they enjoy the activity, or b) because they value the outcome of the activity (Del Siegle and Mccoach, 2005). Otherwise, "bored students, boring papers" (Gemmell, 2008). These findings lead to a major question: Do government education officials encourage teenage students to share their opinion in order to "value" the outcome of their activity and feel useful? According to Levin (2000), education reform cannot succeed and should not proceed without the direct involvement of students. Motivation is a positive predictor of students' achievement (Bernaus and Cardner, 2008). School leaders are invited to generate student motivation by creating an atmosphere where academic success and the motivation to learn are expected and rewarded. Leaders can create a school culture conducive to learning by shaping the instructional climate and using activities and symbols to communicate goals. School leaders can create this environment by establishing policies and programs that: stress goal-setting and self-regulation, offer student choice, reward "personal bests," foster teamwork, and teach time management skills. School leadership can also promote motivation by demonstrating a school value system that creates consensus around goals related to motivation and achievement. In simple words, encouraging, sharing, recognizing, and rewarding success in all forms is important (Renchler, 1992). Thus:

H5: Government Encouragement to Share their Opinion is positively related to Teenage Student Happiness

Food as a Basic Need

A 2009 survey showed that food insecurity is a significant problem among college students at the University of Hawai'i at Mānoa. The study suggested that food availability and accessibility should be increased for these students through the establishment of on-campus food banks and student gardens. Twenty-one percent of students surveyed were food-insecure, while 24 % were at risk of food insecurity. Students at higher risk of food insecurity included those who reported living on campus and those living off-campus with roommates (Chaparro, Zaghloul, Holck, and Dobbs, 2009). A relevant survey showed that food insecurity is an issue for a large percentage of the community college student sample. Food insecurity may have adverse effects on student academic performance and is a factor to be considered by college administrators, faculty, and students; fifty-six percent of the students were classified as food insecure (Maroto, Snelling, and Linck, 2015). Thus:

H6: Food as a Basic Need is negatively related to Teenage Student Happiness

Clothing as a Basic Need

Francis (1990) argued that economic stress has a significant overall effect on perceived clothing deprivation. According to her study, for "inability to buy clothes", the lowest economic stress group perceived less clothing deprivation than did any of the other groups; also, the second lowest group perceived less deprivation than did the highest group. For "Clothing Deprivation Relative to Peers", the highest economic stress group perceived higher clothing deprivation than did any of the other groups. Further research showed that there is a positive relationship between perceived clothing deprivation and economic and social clothing values. The economic and social values accounted for significant proportions of the variance of perceived clothing deprivation. The lower socioeconomic level students reported greater perceived clothing deprivation than did the high socioeconomic level students. These findings partially supported that clothing deprivation would be influenced by the actual level of clothing ownership which is closely related to the socioeconomic level and by personal characteristics such as values (Qin, 2013). Thus:

H7: Clothing as a Basic Need is negatively related to Teenage Student Happiness

Voting Intention

Glynn, Huge, and Lunney (2009) supported that close friends and family are consistent predictors of college students' intention to vote, whereas Hooghe and Boonen (2015) stated that the father is the one with the strongest influence on a child's intention to involve in politics. Does this mean that citizens under 18 have lower motivation and ability to engage in politics than older citizens? Wagner, Johann, and Kritzinger (2012) who examined the ability and motivation of teenagers under 18 to participate effectively argued that interest in politics is by no means lower among young people under the age of 18 although their political knowledge is lower. Thus:

H8: Teenage Student Happiness is positively related to Teenage Student Voting Intention

Oppression

Girls develop from eleven to thirteen years of age, whereas boys show a similar growth two years later (Judd, 1915). This growth consists of a general enlargement of the skeleton (including heart and sexual organs) and results in radical changes in the internal organization and leads to a change in the functional life of the teenager. These changes may lead teenagers to be moody (i.e., exultation or depression); at this age, changes may also lead girls to hysteria. Boys start thinking about occupations they expect to enter at a later stage of their life, whereas girls are thinking of their future duties. As a result, teenagers' stress has a negative effect on their happiness (Demirbatir, 2015). Regarding teenage students, there is no certainty that an examination will pick up the best students; often, an examination prevents (oppresses) many students to show their real ability in a single crucial test. Thus:

H9: Oppression in High School is negatively related to Teenage Student Voting Intention

Research Methodology

A questionnaire link was designed with Survey Monkey online software (2018). The researcher used a structured approach with closed statements based on a 5-point Likert rating scale (1932) ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Following fundamental principles of research ethics, the researcher protected respondents' rights to privacy (i.e., confidentiality and anonymity) as follows: Three high school teachers from each city of Cyprus were randomly invited (fifteen teachers). Eight teachers accepted the invitation. Each teacher was asked to send the survey link to ten students of their class (via text or email or messenger, etc.) to answer voluntarily. As indicated, participants answered the questionnaire without giving any personal information (only "gender" and "age" were asked for demographic purposes). Thus, neither the teachers nor the researcher had any access to student personal information. The sample was 80 respondents aged between 15 and 17 years old. Teenage students' population for 2014-2015 was 19,217 (Cyprus Ministry of Education, 2015). The survey took place between 14 November and 19 December 2017.

The study used the following statistics: (a) the mean; (b) Pearson correlations (1895); and, (c) statistical hypothesis testing at a 95% confidence level; p-value ≤ 0.05 indicates strong evidence against the null hypothesis (Appendices B & C). For this kind of studies, the correlation coefficient is more difficult to measure (Shortell, 2001); correlations above 0.40 are considered relatively strong; correlations between 0.20 and 0.40 are moderate, and, those below 0.20 are considered weak. Statistical results are presented in Tables 1 and 2.

Table 1. Statistical Results

Variables	Mean	Pearson Cor. (HAP)	P-Value
Course Subjects (CSU)	2.28	0.24	0.102
Quality of Courses (QOC)	1.95	0.51	0.025
Methods of Teaching (MOT)	2.05	0.69	0.001
School Premises (SPR)	2.20	0.26	0.468
Gov. Encour. To Share Opn (GES)	2.15	0.31	0.238
Food as a Basic Need (FOO)	2.68	(0.07)	0.226
Clothing as a Basic Need (CLT)	2.68	(0.16)	0.017
Happiness (HAP)	2.43		

Presentation of Results

Respondents' Demographics

Sixty-two female teenage students and eighteen male teenage students consisted of the sample of this study. Sixty percent of the respondents were seventeen years old, 28% were sixteen years old, and 12% were fifteen years old.

Table 2. Statistical Results

Variables	Mean	Pearson Cor. (VOT)	P-Value
Happiness (HAP)	2.43	0.43	0.001
Oppression (OPR)	3.18	(0.15)	0.926
Voting (VOT)	3.55		

Hypothesis testing

H1: Course Subjects are positively related to Teenage Student Happiness

The correlation value (0.24) shows a moderate positive relationship between course subjects and teenage student happiness. The results are not significant with a p-value of 0.102.

H2: Quality of Courses is positively related to Teenage Student Happiness

The correlation value (0.51) shows a strong positive relationship between the quality of courses and teenage student happiness. The results are significant with a p-value of 0.025.

H3: Methods of Teaching are positively related to Teenage Student Happiness

The correlation value (0.69) shows a strong positive relationship between methods of teaching and teenage student happiness. The results are significant with a p-value of 0.001.

H4: School Premises are positively related to Teenage Student Happiness

The correlation value (0.26) shows a moderate positive relationship between school premises and teenage student happiness. The results are not significant with a p-value of 0.468.

H5: Government Encouragement to Share their Opinion is positively related to Teenage Student Happiness

The correlation value (0.31) shows a moderately high positive relationship between government encouragement to share their opinion and teenage student happiness. The results are not significant with a p-value of 0.238.

H6: Food as a Basic Need is negatively related to Teenage Student Happiness

The correlation value (-0.07) shows a weak negative relationship between food as a basic need and teenage student happiness. The results are not significant with a p-value of 0.226.

H7: Clothing as a Basic Need is negatively related to Teenage Student Happiness

The correlation value (-0.16) shows a weak negative relationship between clothing as a basic need and teenage student happiness. The results are significant with a p-value of 0.017.

H8: Teenage Student Happiness is positively related to Teenage Student Voting Intention

The correlation value (0.43) shows a relatively strong positive relationship between teenage student happiness and teenage student voting intention. The results are significant with a p-value of 0.001.

H9: Oppression in High School is negatively related to Teenage Student Voting Intention

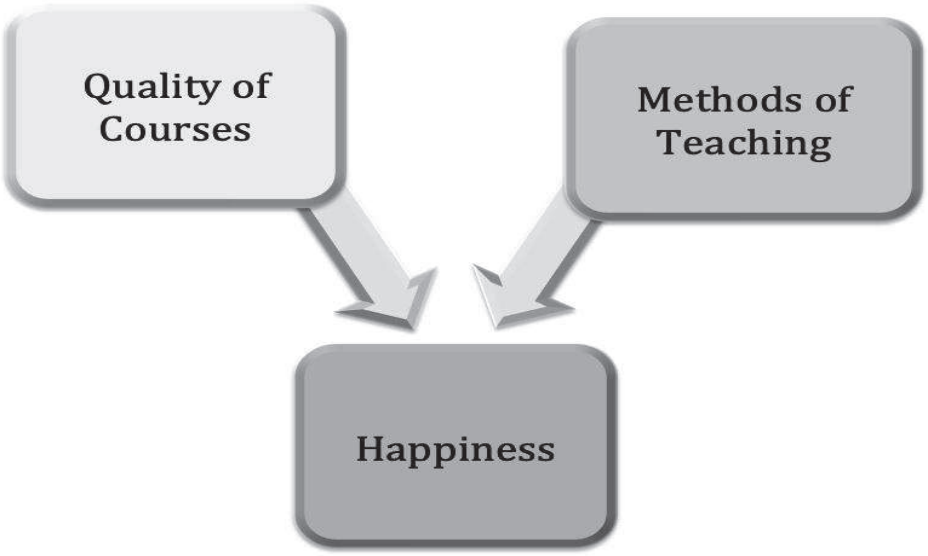
The correlation value (-0.15) shows a weak negative relationship between the oppression of teenage students and teenage student voting intention. The results are not significant with a p-value of 0.926.

Discussion and Practical Implications

According to the results of this study, the quality of courses and the methods of teaching have a significant strong positive impact on teenage student happiness (Figure 4), whereas clothing as a basic need has a significant weak negative impact on teenage student happiness (Figure 5). In turn, happiness has a significant relatively strong positive effect on teenage student intention to vote (Figure 6). Although oppression has no statistically significant difference, it shows a weak negative relationship with teenage student intention to vote. In the following paragraphs, a discussion and integration with the literature review will be held.

Department of Education, Government, and High School officials need to establish close relationships with students (Judd, 1915) and focus on the quality of courses. It is the government and the teacher job to make the subjects “interesting” and “helpful” to students (Anderson, Lankshear, Timms, and Courtney, 2008). Teachers are the ones to make a diagnosis of the student’s feelings and attitudes inferred by their behavior and response in the classroom environment (Judd, 1915). They need to translate educational philosophy into knowledge and transfer this in the classroom (methods of teaching). Once a teacher experiences the classroom as a safe, healthy, and happy place with supportive resources and facilities for teaching for optimal learning, overall participation, and student happiness will take place at school. Agreeing with Stoll and Fink (1996), effectiveness is the “what of change” while improvement is the “how of change”. It is anything done to make students happy, satisfied, dedicated and committed in

such a way that they bring out their best in their places of work (Ofoegbu, 2019). The results of this study also confirm Francis (1990) who argued that economic stress has a significant overall effect on "clothing deprivation" and "inability to buy clothes". Given that this factor has a negative impact on student happiness, government officials and teachers are called upon to identify student socioeconomic level and personal characteristics (Qin, 2013) and find ways to solve any kind of inequality in the classroom; i.e., school uniforms could help improve social inequalities in a classroom.



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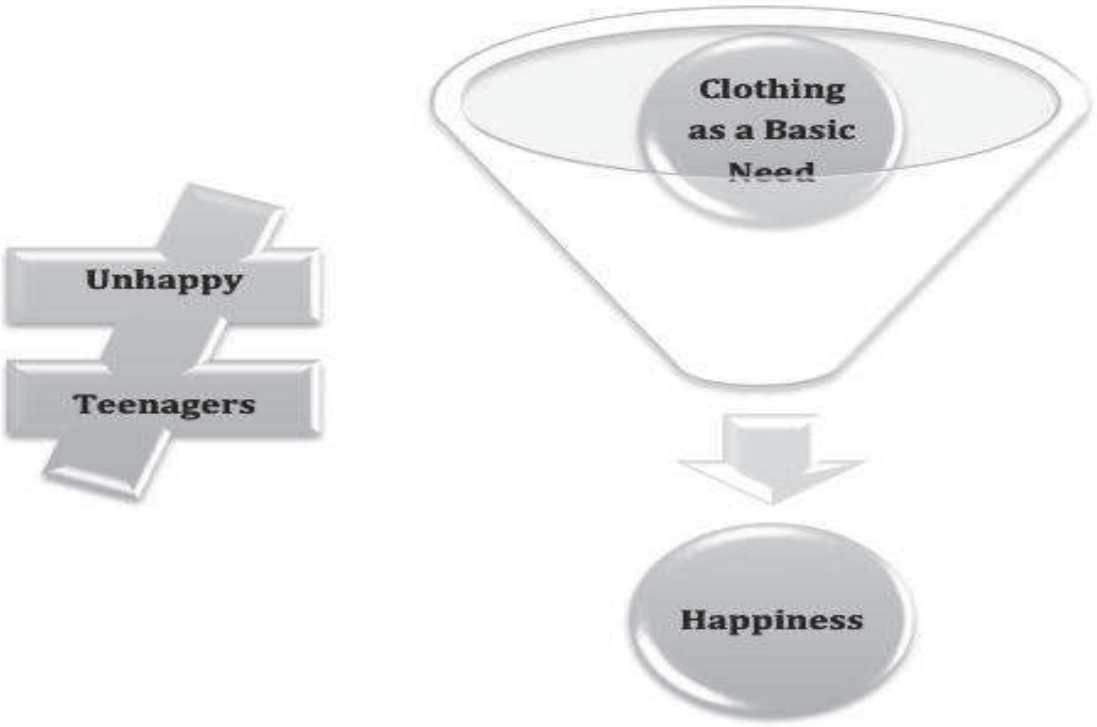

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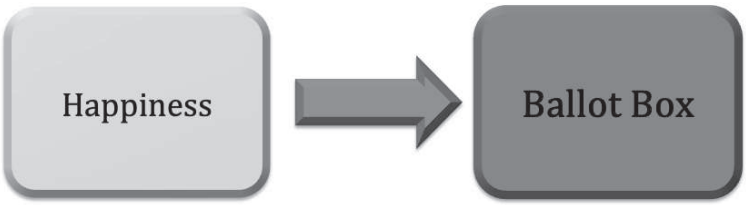

Figure 6.

Teachers and Government officials are invited to advance courses that satisfy teenage student needs (quality of courses); teachers need to adopt efficient methods that satisfy teenage student needs (teaching methods); and, government officials need to protect teenage student clothing inequality (clothing as a basic need). Nobody has the right to leave anything to chance. The results of the current study show that it is not only a Government's job (President, PM, Lawmakers, etc.); it is mostly a teacher's job to motivate, inspire and encourage teenage students with an aim to make them happy. Teenage student happiness will lead to more responsible citizens; teenage student happiness will lead to the ballot box; teenage student happiness will diminish negative actions (i.e., criminality, drugs, bullying, etc.). Oppression encourages negative actions (i.e., criminality, drugs, bullying, etc.); oppression increases abstention. Government officials and teachers need a) to look deep into teenage student soul; b) to face oppression of teenage students efficiently; and, c) to focus on what makes teenage students happy or unhappy (i.e. Quality of Courses, Teaching Methods, and Clothing as a Basic Need). Only then will our society have a brighter future.

Recommendations for Future Research

Although oppression was not found statistically significant, it is important to re-examine its (negative) impact on happiness and voting intention. Based on these preliminary results, future research could test the oppression of teenage students using a larger sample size and data obtained from other democratic countries (i.e., the USA). The current study is a good basis for scholars to examine more determinants that may affect teenage student happiness and their willingness to vote. Not only "what" but "who" could motivate the young generation is another major question to answer. New research could involve government officials, High School teachers, teenage student parents, and High School board members in order to examine the relationship between their "motivation capability", teenage student happiness, and teenage student voting intention.

Limitations

Teenage students consist of an extremely sensitive population. Data collection was a difficult process. Teachers who contributed to the completion of this study's survey mentioned that their students "were not interested in participating in this survey". However, when the teachers gave them 5 minutes to answer in class (using their mobile or pc/mac), many students reported "excited" after they answered. Nevertheless, only 8 out of 15 teachers managed to convince their students to respond.

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Appendix A

Development of Research Hypotheses

Hypotheses	Variable(s)	Scholar(s)
H1: Course Subjects are positively related to Teenage Student Happiness	Course Subjects	Grissman & Stodolsky (1995)
H2: Quality of Courses is positively related to Teenage Student Happiness	Quality of Courses	Anderson, Lankshear, Timms, & Courtney (2008)
H3: Methods of Teaching are positively related to Teenage Student Happiness	Methods of Teaching	Ofoegbu (2019) Stoll & Fink (1996)
H4: School Premises are positively related to Teenage Student Happiness	School Premises	Uline & Tschannen- Moran (2008) Schneider (2002) Glen & Lemasters (1996)
H5: Government Encouragement to Share their Opinion is positively related to Teenage Student Happiness	Government Encouragement to Share their Opinion	Bernaus & Cardner (2008) Renchler (1992)
H6: Food as a Basic Need is negatively related to Teenage Student Happiness	Food as a Basic Need	Maroto, Snelling, & Linck (2015) Chaparro, Zaghloul, Holck, & Dobbs (2009)

H7: Clothing as a Basic Need is negatively related to Teenage Student Happiness	Clothing as a Basic Need	Qin (2013) Francis (1990)
H8: Teenage Student Happiness is positively related to Teenage Student Voting Intention	Happiness	Demirbatir (2015)
H9: Oppression in High School is negatively related to Teenage Student Voting Intention	Oppression	Gemmell (2008)
	Voting Intention	Wagner, Johann, & Kritzinger (2012)

Appendix B

Regression Analysis
Proposed Factors & Teenage Student Happiness

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.7524023
R Square	0.5661092
Adjusted R Square	0.5239253
Standard Error	0.8487871
Observations	80

ANOVA

	df	*SS*	*MS*	*F*	*Significance F*
Regression	7	67.678351	9.6683	13.4200512	5.903E-11
Residual	72	51.871649	0.7204		
Total	79	119.55			

	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*	*Lower 95.0%*	*Upper 95.0%*
Intercept	0.6728704	0.4716259	1.4267	0.15798752	-0.267299	1.6130395	-0.2672987	1.613039
CSU	-0.164253	0.099255	-1.6549	0.10230712	-0.362114	0.0336087	-0.3621138	0.033609
QOC	0.2742167	0.1193574	2.2974	0.02450272	0.0362821	0.5121513	0.03628208	0.512151
MOT	0.7089367	0.1128544	6.2819	2.2622E-08	0.4839656	0.9339079	0.48396558	0.933908
SPR	0.0655394	0.0897664	0.7301	0.46769158	-0.113407	0.2444855	-0.1134067	0.244486
FOO	0.1543003	0.1263453	1.2213	0.22597209	-0.097564	0.4061651	-0.0975645	0.406165
CLT	-0.260824	0.1066814	-2.4449	0.01693799	-0.473489	-0.048158	-0.4734893	-0.04816
GES	0.1295464	0.1087936	1.1908	0.23766141	-0.08733	0.3464225	-0.0873298	0.346423

Appendix C

Regression Analysis
Teenage Student Happiness & Voting Intention

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.431341
R Square	0.186055
Adjusted R Square	0.164914
Standard Error	1.42389
Observations	80

ANOVA

	df	*SS*	*MS*	*F*	*Significance F*
Regression	2	35.68541	17.842705	8.8005119	0.0003613
Residual	77	156.1146	2.0274622		
Total	79	191.8			

	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*	*Lower 95.0%*	*Upper 95.0%*
Intercept	2.178949	0.611825	3.561394	0.0006365	0.9606502	3.397247	0.9607	3.397247
HAP	0.550852	0.139426	3.950841	0.0001713	0.2732183	0.828485	0.2732	0.828485
OPR	0.011098	0.119205	0.0930986	0.9260671	-0.22627	0.248465	-0.226	0.248465