



WORK ENVIRONMENTAL STRESS AND ATTRITION LEVEL TOWARDS TEACHERS' COGNITIVE DISSONANCE

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ABSTRACT :

This study examines the impact of work environmental stress and performance attrition on teachers' cognitive dissonance, offering a comprehensive analysis across various dimensions such as heavy workloads, lack of support, job insecurity, and different types of attrition. The research highlights that heavy workloads, with an overall mean of 3.65, are a significant source of stress, underscoring the draining effect of extensive duties on teachers. Lack of support from administrations and feelings of isolation contribute to a moderate stress level, with an overall mean of 3.04. Job insecurity further exacerbates this stress, indicated by a mean of 3.13. Regarding attrition, the study reveals moderately high levels of both voluntary and involuntary attrition, attributed to inadequate compensation and behavioral issues, respectively. Moreover, retirement attrition, driven by stressful workloads, suggests a considerable impact on teacher departure.

Moreover, the investigation into cognitive dissonance reveals high levels of dissonance in personal cognition and disparity, with overall means of 3.53 and 2.91, respectively. This dissonance is significantly correlated with work environmental stress and attrition types, suggesting a deep connection between the workplace environment, attrition reasons, and the psychological state of cognitive dissonance among teachers. Furthermore, significant statistical analyses, including F-values and p-values, confirm the substantial combined influence of work environmental stress and attrition on cognitive dissonance, underlining the critical need for addressing these issues to mitigate their effects on teachers' psychological well-being. This study's findings point towards the imperative for educational institutions to develop supportive measures that reduce work-related stress and attrition, thereby alleviating cognitive dissonance among educators. In conclusion, This study reveals that teacher stress and attrition significantly impact cognitive dissonance, emphasizing the need for supportive educational environments. Addressing workloads, support, and job security can enhance well-being and education quality, highlighting the critical role of teacher support in education systems.

INTRODUCTION:

Work-related stress is a global problem that affects not only the health and well-being of educators, but also the productivity of associated tasks. Recent research suggests that job-related stress arises when a teacher's attrition rate and cognitive dissonance are surpassed by several types and combinations of excessive work expectations.

Additionally, the study conducted in the Philippines emphasized that the attrition level of Filipino teachers was the result of several work-related concerns. These considerations involve a variety of potential stressors. It could be due to external causes such as the status of the society, the environment in which one lives or works, or the family. It could be the result of reckless behavior, unpleasant attitudes or sentiments, or unrealistic expectations (Doque, 2018).

Furthermore, the study also revealed that stress varies significantly among individuals, influenced by their outlook, problem-solving abilities, and social support. The research found a link between teachers' stress, from physical to emotional, and their attrition levels and cognitive dissonance, suggesting that higher attrition levels could worsen cognitive dissonance. It recommends achievements and goals, offering support, proper compensation, recognizing achievements, and suggests that minimizing cognitive dissonance could involve teachers altering their attitudes and beliefs towards work (Aquino, 2018).

Specifically, in President Roxas, the researcher wanted to find out the association and the influence of work environmental stress between attrition level and cognitive dissonance of teachers. There have been a lot of study conducted pertaining to the effects of work environmental stress to some variables (Nachreiner, 2019). However, there is insufficient study pertaining to the attrition level of teachers and cognitive dissonance.

Accordingly, this study emphasizes the research gaps of the negative impacts of work environmental stress on teachers' attrition level and cognitive dissonance. Further, the relationship between work environmental stress and attrition level towards cognitive dissonance remains unknown (Stankevicius, 2021). As a result, it seems that concentrating on the possible processes behind the relationship between work environmental stress, attrition level and cognitive dissonance is an area of study that needs to be addressed (De Witte et al., 2016).

Thus, the goal of this study is to determine the correlation and influence of work environmental stress between attrition level and cognitive dissonance of teachers in selected schools in South and Central District of President Roxas, North Cotabato Division for the school year 2023-2024.

Statement of the Problem

This study will seek to examine the work environmental stress and performance attrition level towards teacher's cognitive dissonance in the selected schools in South and Central of President Roxas, North Cotabato Division for the school year 2023-2024. Specifically, it seeks to answer the following research questions.

1. What is the teacher's work environmental stress level in terms of heavy workloads, lack of support, and job insecurity?
2. What is the teacher's attrition level in terms of retirement attrition, voluntary attrition, and involuntary attrition?
3. What is the teacher's cognitive dissonance level in terms of personal cognition and disparity?
4. Is there a significant relationship between work environmental stress and teacher's cognitive dissonance?
5. Does teacher's work environmental stress significantly influence teacher's cognitive dissonance?
6. Is there a significant relationship between attrition level and teachers' cognitive dissonance?
7. Does teacher's attrition level significantly influence teacher's cognitive dissonance?
8. What intervention plan can be proposed to prevent teachers' attrition level and cognitive dissonance?

Scope and Delimitations of the Study

The scope of this study will be limited to assess the level of work environmental stress, teacher's attrition level with respect to teacher's cognitive dissonance. Moreover, it also determines the significant association and influence between the independent and dependent variables. This study will employ the complete enumeration technique on its 150 respondents. This study will be conducted at the vicinity of selected schools in South and Central District of President Roxas, North Cotabato Division for the school year 2023-2024.

Methods

Research Design

This study employs the descriptive-correlational design. The design entails the correlation between the dependent and independent variables to predict what will happen in the future based on what has already happened (Creswell, 2017).

This design was contextualized based on the correlational research findings that can be used to investigate the prevalence of independent and dependent variables such as work environmental stress in terms of heavy workloads, lack of support, and in job insecurity. Moreover, performance attrition level obtained three (3) indicators such as retirement attrition, voluntary attrition, and involuntary attrition. Furthermore, teachers' cognitive dissonance based on their personal cognition for the first and second disparity was the dependent variable. In the meantime, descriptive analysis on the test for correlations between independent and dependent variables, as well as predictions of events based on existing data and knowledge. No matter how many ways the method can be used, it takes care to use it and figure out what it means. Important topics are brought up for discussion, and many ways of analyzing data are suggested to help researchers make fewer mistakes.

Moreover, Creswell, (2017), claimed that the results of correlational research can be used to see how common variables are and how they relate to each other, as well as to predict what will happen based on what we know now. Even though the technique can be used in many ways, it is important to be careful when using it and evaluating data. Important questions are brought up for discussion, and several ways to look at data are given to help researchers make fewer mistakes.

Respondents of the Study

The respondents of this study were 150 teachers from selected schools of the South and Central district in President Roxas, North Cotabato Division, namely: Alegria ES (7), Cabangbangan ES (7), Doña Concordia B. Jayme Central ES (17), Egmedio Fernando ES (8), F.Cajelo ES (7), F.Canay ES (8), Greenhills ES (10), Idaoman ES (8), Kamasi ES (7), Mabuhay ES (7), Mahayag ES (7), President Roxas Central (47), Sixto Fajardo ES (4), and Upper Ipuan ES (6). The selection of the respondents was conducted through the complete enumeration technique. This technique was utilized to ensure that both complete and partial counts, which are two methods for determining the number of people in a sample unit, were accurately estimated. A complete enumeration involves a full count (census) of individuals within a sample unit. Thus, a random sample of quadrats was selected, and all the respondents were tallied in each quadrant (Walker-Dalhouse, 2019). Thus, the frequency of distribution of the respondents indicates the following table presented below.

Data Gathering Procedure

In gathering data for this study, the following steps were undergone. First, a formal letter of endorsement was produced, asking for the consent of the Dean. The duration of the study was from January 2023 to August 2023.

On the day of data collection, respondents were required to sign a letter of consent to the department dean and to the different selected schools for participation in the study, as outlined in the instrument. Next, the researcher utilized an informed consent form and accompanying script to describe the aim of the study, what it comprised, why they were asked to participate, that participation was optional, private, and anonymous, and what would happen to the information they supplied. Third, the participants in this study were restricted to just those who completed an informed consent form.

Participants were assured that their views would remain anonymous and that their identity would not be revealed in any published component of this study. Finally, after obtaining the data, it was encoded with the corresponding label.

To protect the privacy of the responses, the researcher administered the questionnaire personally. The researcher summarized and tabulated the data in preparation for analysis and interpretation.

Research Instrument

The researcher administered standardized questionnaires to gather the essential data for analysis and interpretation. The instrument form was modified and validated by a panel of experts.

The questionnaire was adapted from Frantz & Holmgren (2019) to assess work environmental stress, including factors such as heavy workloads, lack of support, and job insecurity.

Moreover, Part II comprised the assessment of Teacher's Attrition Level in terms of retirement, voluntary, and involuntary factors. The questionnaire was adapted from Leukens (2004). Each indicator consisted of five (5) items, following the same rules for each rubric.

Furthermore, Part III comprised the assessment of cognitive dissonance in terms of personal cognition and disparity. The questionnaire was adopted and modified from O'Neill & Palmer (2004). Each indicator consisted of five (5) items, following the same rules for each rubric.

Statistical Analysis

Mean was used to determine the average set of values, assessing the degree of variables in the study (Peter R. Nelson, 2022). It was employed to gauge the levels of work environmental stress concerning heavy workloads, lack of support, and competitive salary. Additionally, it determined the teacher's attrition level in terms of retirement, voluntary, and involuntary factors. Moreover, it assessed the level of cognitive dissonance in terms of personal cognition and disparity.

Spearman Rho Analysis was utilized to identify significant relationships between variables (Spearman, 1904). It was employed to determine the significant relationship between work environmental stress and teacher's attrition level, as well as between teacher's attrition level and cognitive dissonance.

Regression Analysis, a statistical method establishing a relationship between a dependent variable and one or more independent variables, was applied (Amy Galo, 2015). This analysis was used to determine the significant influence between work environmental stress and teacher's attrition level, as well as between teacher's attrition level and cognitive dissonance.

PRESENTATION, ANALYSES, AND INTERPRETATION OF DATA

Work Environmental Stress

The first research problem of the study determined the levels of work environmental stress in terms of heavy workloads, lack of support, and job insecurity.

Heavy Workloads

It implies that teachers are most significantly stressed by the exhaustion experienced from daily heavy workloads. This high stress level impacts their well-being and job satisfaction. Conversely, teaching unfamiliar subjects, while stressful, is less of a concern, suggesting a potential area for targeted professional development.

Correspondingly, organizations should proactively assess workloads, provide adequate resources and support, encourage open communication, promote work-life balance, and implement stress management programs to mitigate the negative effects of excessive workloads. Companies can create a more productive, healthy, and sustainable work environment for their employees by recognizing the significance of addressing workplace stress (Morrison, 2019).

Lack of Support

This implies that the most significant stressor for teachers regarding lack of support is inadequate administrative support in classroom management. This issue surpasses even the stress of feeling isolated or lacking collaborative opportunities, highlighting the critical need for stronger administrative backing in educational settings.

Furthermore, by recognizing the significance of employee support in the workplace, organizations can create a healthier and more positive work culture, resulting in greater job satisfaction, increased productivity, and enhanced overall performance (Ongori, H. 2021).

Job Insecurity

This implies that the most significant source of job-related stress is the fear of job loss, indicating a climate of job insecurity among the surveyed individuals. This surpasses the stress associated with conforming strictly to rules, suggesting a heightened concern for job stability over procedural compliance.

Hence, Organizations can alleviate job insecurity stress by promoting transparency, open communication, and training opportunities while expressing genuine appreciation for employees' efforts (Osca, 2022). Addressing work environmental stress associated with job insecurity can cultivate a stable, positive, and productive work environment, benefiting both employees and the organization's long-term success.

Teachers' Attrition Level

The second research problem of the study determined the levels of teachers' attrition in terms of retirement attrition, voluntary attrition, and involuntary attrition.

Retirement Attrition

The implication of these results is a notable trend where work-related stress is the primary driver for teachers' retirement, more so than age, health, personal achievements, or family reasons. This suggests a critical need for addressing workload and stress management in the education sector to potentially extend teachers' careers and reduce premature retirements driven by stress.

Long-tenured instructors develop personal relationships with their students, nurturing trust and enhancing the learning process, according to the findings of the study. Students may experience loss and have difficulty transitioning to their successors when these instructors retire. This emotional impact can temporarily interfere with the learning environment and student engagement (Peter R. Nelson, 2022).

Voluntary Attrition

The implication of these results is that inadequate compensation is the leading factor driving teachers to voluntarily leave the profession, slightly more so than workloads, career shifts, health, or personal reasons. This highlights the need for educational institutions to review and potentially enhance compensation packages to retain teachers and reduce voluntary attrition rates.

Furthermore, voluntary attrition frequently reflects instructors' dissatisfaction with their jobs or exhaustion. Low teacher morale can extend throughout the school and affect the ambiance as a whole. Improving teacher job satisfaction and resolving their concerns is essential for establishing a positive work environment that is advantageous to both teachers and students (Piccoli, 2021).

Involuntary Attrition

The implication of these results is that behavioral issues are the leading cause of involuntary attrition among teachers, more so than poor teaching performance, ethical violations, overstaffing, or job negligence. This highlights the importance of addressing behavioral standards and providing appropriate support and training to teachers to help mitigate such issues.

Correspondingly, the rate of involuntary teacher turnover is a crucial issue that requires the attention of educational authorities and policymakers. Creating a stable and committed teaching workforce requires addressing the underlying causes of involuntary attrition, such as inadequate working conditions, absence of support, and professional development opportunities. By prioritizing the well-being and retention of teachers, educational institutions can foster an environment in which both teachers and students can flourish (Pilipiec, 2020).

Teachers' Cognitive Dissonance

The third research problem of the study determined the levels of teachers' cognitive dissonance in terms of personal cognition and disparity.

Personal Cognition

It implies that the results are a prominent reliance on colleagues' advice over personal beliefs in shaping teaching methodologies, reflecting a high level of peer influence or collaborative culture among teachers. This suggests that while personal beliefs play a role in teaching, external influences, particularly from colleagues, are more dominant factors in decision-making and teaching styles.

Moreover, educators who experience cognitive dissonance are more likely to engage in deliberative decision-making. They evaluate the advantages and disadvantages of various teaching strategies and curriculum options, resulting in more informed and effective classroom decisions (Rajan, 2021).

Disparity

It implies that these results are a notable sense of disparity in the distribution of opportunities and resources among teachers, with the highest cognitive dissonance arising from the need to work exceptionally hard for recognition. This suggests an environment where effort and achievement may not be consistently or fairly rewarded, leading to feelings of inequity and dissatisfaction among teachers.

Similarly, the cognitive dissonance of educators is essential to addressing educational disparities. Teachers can contribute to a more inclusive and equitable education system by addressing implicit biases, promoting culturally responsive instruction, addressing disparities in classroom practices, and advocating for equitable resources (Richter, 2020).

Significant Relationship between Work Environmental Stress and Teacher's Cognitive Dissonance

The number four research problem sought to answer by determining the significant relationship of the independent and dependent variables. It utilized the Pearson Correlation method to answer the problem.

This means that a teacher's physical and mental health can be negatively impacted by high levels of work-related stress. Understanding how excessive burdens contribute to cognitive dissonance can aid in the development of interventions and support systems aimed at enhancing the well-being of teachers.

This implies that the relationship between teacher job satisfaction, overall job performance, and retention rates is strong. When instructors experience cognitive dissonance as a result of work-related stress, it can result in decreased job satisfaction and contribute to high turnover rates in the education sector.

As such, understanding the significant relationship between work environment stress, specifically excessive duties, and cognitive dissonance in teachers is crucial for enhancing teacher well-being, job satisfaction, retention, and ultimately the quality of education provided to students. By addressing these issues, educational institutions and policymakers can create a more hospitable and rewarding work environment for teachers, resulting in improved outcomes for both educators and students (Saunders, 2021).

Work environmental stress such as lack of support is significantly related to teacher's cognitive dissonance in personal cognition and disparity. The negative correlation coefficient indicates a reverse relationship that can be explained such as higher practices of direct instructions which resulted to lower teacher's cognitive dissonance in personal cognition and disparity.

This means that instructors lack support or resources, it can be difficult for them to reconcile their beliefs about what constitutes effective teaching with their actual work environment. For instance, a teacher who strongly believes in providing individualized attention to each pupil may experience cognitive dissonance when confronted with large class sizes due to insufficient staff.

This implies that constantly coping with work-related tension and experiencing a lack of support can result in emotional strain for educators. This stress can exacerbate cognitive dissonance because teachers may struggle to reconcile their emotional health with the demands of their profession.

Hence, teachers may experience cognitive dissonance due to a conflict between their beliefs, values, and attitudes regarding teaching and a stressful work environment, particularly a lack of support. This dissonance can have negative effects on their emotional health, ability to make decisions, and overall job satisfaction. It emphasizes the significance of providing instructors with a supportive and conducive work environment in which they can develop professionally and personally (Shields, 2020).

Work environmental stress such as job insecurity is significantly related to teacher's cognitive dissonance in personal cognition and disparity. This negative correlation coefficient indicates a reverse relationship that can be explained such as higher practices of job insecurity will result to teacher's cognitive dissonance in terms of personal cognition and disparity.

The findings implies that the perception or dread that one's employment may be at risk or undetermined is referred to as job insecurity. This can occur in the context of education due to factors such as budget cuts, declining student enrollment, school closures, and non-renewal of contracts. Teachers confronted with job insecurity may be concerned about the security of their employment, which can cause a great deal of tension and anxiety.

In the same way, job insecurity can result in cognitive dissonance when teachers' beliefs and values regarding their profession conflict with the uncertain nature of their employment. For example, a teacher who strongly values continuity and establishing long-term relationships with students may find it difficult to maintain this belief when confronted with the possibility of losing their position and the associated relationship with students (Southwick 2019)

Significant Influence of Teacher's Work Environmental Stress on Teacher's Cognitive Dissonance

The fifth research problem in the study is to find out the significant influence of teacher's work environmental stress and teacher's cognitive dissonance.

Teacher's Work Environmental Stress on Personal Cognition

Teacher's work environmental stress like job insecurity has significantly influence teacher's cognitive dissonance in terms of personal cognition. This negative result indicates a reverse influence that can be explained such as higher practices of job insecurity which resulted to only teacher's cognitive dissonance in terms of personal cognition.

Consequently, it implies that employment uncertainty can contribute to chronic stress, which may result in cognitive impairment. When teachers are preoccupied with employment security concerns, it can be difficult for them to focus on their teaching duties and make sensible classroom decisions. This cognitive impairment may impair their ability to plan courses, interact with students, and carry out administrative responsibilities.

Fear of employment loss can have a negative impact on job satisfaction. When continually concerned about their employment status, educators may feel less motivated and less invested in their work. Reduced job satisfaction can result in decreased levels of enthusiasm, passion, and dedication to teaching, which ultimately impacts the quality of education provided to students (Sternberg & Detterman, 2020).

Teacher's Work Environmental Stress on Disparity

Teacher's work environmental stress like job insecurity has significantly influence teacher's cognitive dissonance in terms of disparity. This negative result indicates a reverse influence that can be explained such as higher practices of job insecurity which resulted to only teacher's cognitive dissonance in terms of disparity.

Similarly, to cope with job insecurity, teachers may pursue additional employment opportunities or contemplate a career change, among other coping strategies. If these coping mechanisms conflict with the teacher's long-held beliefs about their commitment to teaching, cognitive dissonance may result (Stockard & lehar, 2021).

Significant Relationship between Performance Attrition Level and Teacher's Cognitive Dissonance

The sixth research problem aimed to determine the significance of the relationship between the independent and dependent variables. It employed the Pearson Correlation technique to solve the issue.

Performance attrition level like retirement attrition is significantly related to teacher's cognitive dissonance in terms of personal cognition and disparity. This negative correlation coefficient indicates a reverse relationship that can be explained such as higher practices of retirement attrition which resulted to lower capabilities of learners in personal cognition and disparity.

This means that attrition due to retirement can result in the loss of experienced and highly qualified instructors. These retiring educators may possess invaluable expertise and institutional knowledge that is difficult to replace. The loss of such seasoned educators may have a negative effect on the overall quality of education provided to students.

This implies that when experienced instructors retire, the responsibility of those still employed may increase. As a result, the remaining instructors may experience increased tension as they attempt to fill the void left by their retiring colleagues. Those instructors who are divided between their dedication to teaching and the stress of an increased burden may experience cognitive dissonance due to the increased workload and stress.

As such, when experienced instructors retire, schools and educational institutions may encounter difficulties in effectively planning for succession. Identifying and preparing qualified successors for open positions can be challenging, and this uncertainty can cause cognitive dissonance among teachers who are apprehensive about the future stability of their workplace (Stankevicius, 2021).

Performance attrition level such as voluntary attrition is significantly related to teacher's cognitive dissonance in autonomy, competence and relatedness. The negative correlation coefficient indicates a reverse relationship that can be explained such as higher practices of direct instructions which resulted to lower capabilities of learners in personal cognition and disparity.

This finding implies that voluntary attrition can result in the loss of skilled and knowledgeable educators. When experienced educators depart, it can be difficult to replace their knowledge and expertise. Such instructors' departures can have an effect on the overall quality of education provided to students.

This means that high rates of student attrition can impede the continuity of their education. Frequent teacher attrition can result in inconsistencies in teaching methods, classroom administration, and student-teacher relationships, which may have a negative impact on student learning outcomes.

Hence, job disenchantment is often the cause of voluntary attrition. Due to factors such as low pay, absence of opportunities for professional development, difficult working conditions, and inadequate administration support, teachers may abandon their positions. Job dissatisfaction can result in cognitive dissonance when instructors are torn between their dedication to teaching and their discontentment with their current employment (Sverke, 2022).

Significant Influence of teacher's attrition level on teacher's cognitive dissonance in terms of Personal Cognition

The seventh research problem in the study is to find out the significant influence of teacher's attrition level and teacher's cognitive dissonance.

Teacher's Attrition Level on Personal Cognition

Teacher's attrition level like involuntary has significantly influence teacher's cognitive dissonance in terms of personal cognition. This negative result indicates a reverse influence that can be explained such as higher practices of involuntary which resulted to only teacher's cognitive dissonance in terms of personal cognition.

As well as, observing the departure of colleagues or contemplating abandoning the profession can elicit a range of emotions in educators, including anxiety, sorrow, and frustration. These emotions can impact their cognitive processes and well-being as a whole (Walker-Dalhouse, 2019).

Teacher's Attrition Level on Disparity

Teacher's attrition level like retirement attrition, voluntary attrition, and involuntary has significantly influence teacher's cognitive dissonance in terms of disparity. This negative result indicates a reverse influence that can be explained such as higher practices of retirement attrition, voluntary attrition, and involuntary which resulted to only teacher's cognitive dissonance in terms of personal cognition.

Moreover, teacher turnover can have an effect on student achievement. According to research, pupils tend to perform better when their instructors are stable and consistent. Higher attrition rates may result in poorer academic outcomes for students, particularly those from disadvantaged backgrounds who may already be facing academic difficulties (Wasti, 2022).

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. **Heavy Workloads:** The most stressful factor is "Feeling drained every day after work due to heavy workloads" (mean: 3.77), while "Teaching subjects that I am not expert of" is less stressful (mean: 3.34). The overall mean of 3.65 suggests that heavy workloads significantly contribute to work environmental stress.
2. **Lack of Support:** The highest stressor is "I feel that I lack adequate support from the administration" (mean: 3.26), with "I feel isolated in my role" being less stressful (mean: 2.91). The overall mean of 3.04 indicates a moderate level of stress due to lack of support.
3. **Job Insecurity:** "Fear of losing one's job" emerges as the top stressor (mean: 3.28), while **Conclusions**
4. Based on the summary of findings from the quantitative results, the following conclusion is established:
5. The data conclusively indicates that heavy workloads are a primary stressor for teachers, with the most significant stress stemming from the feeling of being drained after work. This highlights the need for workload management strategies in educational settings.
6. The findings demonstrate that a lack of administrative support is a key stress factor for teachers, more so than the feeling of isolation. This suggests the importance of enhancing administrative support systems to alleviate teacher stress.
7. The results clearly show that the fear of job loss is a significant source of stress, pointing to the need for job security measures and transparent communication about job stability in educational institutions.

Recommendation

Based on the summary of findings and conclusions the following may recommended:

1. Implement strategies to manage and redistribute workloads, such as hiring additional staff or using technology to streamline tasks. Encourage professional development in areas outside teachers' expertise to reduce stress related to teaching unfamiliar subjects.
2. Strengthen administrative support for teachers, enhance resource availability, and foster a collaborative environment to reduce feelings of isolation and improve classroom management.
3. Address job insecurity by providing clear communication about job stability and career advancement opportunities. Establish transparent and fair rules to ensure a secure working environment.

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