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PART B.
SOCIAL
SCIENCES AND
HUMANITIES



The nation's future success lies with science and education!

Heydar Aliyev
National Leader of Azerbaijan

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THE ATTITUDES OF PRE-SERVICE HISTORY TEACHERS' TOWARDS TEACHING PROFESSION AND TECHNOLOGY AND THEIR SELF-EFFICACY ABOUT USAGE TEACHING MATERIALS

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ABSTRACT

The prime objective of this study is to determine the attitudes of the history pre-service teachers' attitudes towards the teaching profession and the technology and their self-efficacy for the use of teaching materials. The sample of this research based upon the relationship searching model is constituted by 303 history pre-service teachers who had already taken the "Teaching Technologies and Material Design" course. The data analyses were carried out by the use of the correlation analysis, confirmatory factor analysis, structural equation models and Sobel test. According to the data obtained from the study there was a positive and meaningful relation between the history pre-service teachers' attitudes towards the teaching profession and the technology and all the sub dimensions of their self-efficacy for the use of teaching materials. The effect of the attitude towards the teaching profession on the self-efficacy of the use of the teaching materials has become much more important by the mediation of the attitude towards the technology.

Key words: Pre-Service Teachers, Technology, Teaching Materials, Attitude, Self- Efficacy

1. INTRODUCTION

The role shouldered by the teachers to attain the targets of modern education is much more important than the educational programs, physical conditions and educational materials (Cetin, 2006; Demirtas, Comert and Ozer, 2011: 98). According the Sakaoglu (1998) an excellent textbook or program at the hand of an insufficient teacher has no use at all. On the other hand an insufficient program and a similar text book may yield very good results under the guidance of a perfect teacher. The related literature show a strong relation between the attitudes towards teaching profession and technology and the self-efficacies of the pre-service teachers' (Alkan and Erdem, 2010; Erawan, 2011).

Attitudes are not the tendencies or the feelings towards an action but the integration of all the cognitive, sentimental and behavioral tendencies (Gumus and Capar, 2011). One of the pre requisites of carrying out a profession in a satisfying way is developing positive attitudes towards it (Capri and Celikkaleli, 2008; Dogan and Coban, 2009; Demirtas, Comert and Ozer, 2011; Sharbain and Tan, 2012). The positive attitudes towards the teaching profession determines their motivation and behaviors and therefore the success of the pre-service teachers when they enter their professional life (Demirtas, Comert and Ozer, 2011). The pre-service teachers who develop positive attitudes towards their profession will carry out their duties in the most satisfying way, develop research oriented creative mind, use the time in the most efficient way, motivate the studens and be open to renovations (Dogan and Coban, 2009: 159). One of the ways to train teachers and teaching and learning process is integrating the technology with education. The integration of information and communication technologies has an important contribution on an effective and a permanent education process (Mumtaz, 2000; Teo and Noyes, 2011). This contribution is highly dependent upon qualified teachers. In order for the teachers establish this integration and use the information technologies in an efficient manner they have to develop positive attitudes towards technologic tools. It is necessary that teachers who are supposed to train the children in the best possible way should adapt themselves to the technology supported education. The fact that the teachers are likely to meet a group of students well acquainted with informatics technology makes this an absolute necessity. The effective use of the teaching technologies depend on the attitudes, beliefs, experience and the will of the teachers to use them.

In spite of the fact that increased usability and support of the use of technology in education process the recent studies indicate the teachers are not ready for this process and reluctant to use them in the promotion of the education and learning process. This was attributed to the fact that they were not given necessary education for the use of these facilities in the pre-service stage (Sang et.al. 2010). There are studies carried out all over the world to integrate developing technology to educational processes. There are various studies carried out and in order to establish educational policies and strategies for the rational and wise use of the investments made in this area. All these findings indicate that it is necessary to determine the attitudes and the ideas of the students related to the use of the technological tools in education (Yavuz and Coskun, 2008).

There is an important correlation between the beliefs, attitudes and the behaviors of the people. Pajares (1992) stated that the belief cannot be directly observed and we can only judged them from the beliefs, statements, intentions and the actions of the people. Due to the strong relation between the attitudes, beliefs and the behaviors any change in attitudes will result in the change of in the relation between the beliefs and the behaviors. The self-efficacy studies related to the determination of the attitudes and the behaviors which are caused by these attitudes are very important (quoted by. Capri and Celikkaleli, 2008). Bandura (1997) describes the self-efficacy as "the judgment of the people how successfully they may use their skills to attain their goals". The perception of self-sufficiency one of the deterministic factors in important decisions (Bandura, 2006: 4) and has a very important role in development of the behaviors of the people. In difficult situations the people with high self-efficacy perceptions show much greater afford to succeed, do not back up when the situation gets desperate and they show much higher resistance and perseverance than the other people. The people with low self efficiency on the other hand refrains from doing difficult jobs, do not show necessary afford and tend to stand back under stressful conditions. According to Zimmerman (1995) the students with higher self-efficacy exert much higher afford and show much higher perseverance and instance to be successful than the others.

The self-efficacy usually appears in special areas. The most important area in this respect is the self-efficacy of the teachers. Ashton (1984) describes the self-efficacy of the teachers as their belief in their capacity to affect the students. The self-efficacy of the teachers is an important factor in the education. The determination of the structure and the factors which contribute the development of a strong and positive self-efficacy of the teachers are of great importance for the establishment of the programs for the education of the teachers equipped with high self-efficacy (Pajares, 1997: 18). According to Bandura (1997) the self-efficacy of the teachers is an important factor affecting their success in the classroom. The self-efficacy conception of the teachers are observed to be related to their academic achievements and their directions (Dembo and Gibson, 1985) and determines their expectations from the students, the affords they exert for the success of their students, the strategies they employ to achieve their targets, development of positive attitudes for teaching and learning strategies (Ashton, 1984). The social cognitive theory says that the decisions of the teachers they make and their classroom applications are directly effected their by the self-efficacy concepts. At this context the self-efficacy conception creates an important theoretical structure to explain the behaviors of the teachers throughout the educaiton process. When we look at the capacity of the teachers to establish an effective education medium we see that it is dependent upon their belief they had and the virtues necessary for the teaching process. The teacher training programs which have a vital role in the development of self-efficacy and the identity of the teachers should be prepared to develop these virtues. Bandura (1997) emphasizes that the increase in the self-efficacy of a person to succeed a job will increase his/her self-efficacy be successful in corresponding or similar areas. The self-efficacy of the pre-service teachers effects their attitudes towards their profession and technology, their teaching and learning approaches, their afford for the participation of the students, the methods and the strategies they prefer as well as the quality of education they give (Demirtas, Comert and Ozer, 2011).

One of the teachers' efficacies which are required by the modern education is the effective use of the educational material in the classroom (Gagné, Briggs and Wager, 1992; Gagné, 1987; quoted by, Korkmaz, 2011). The contribution of the teaching materials to the teaching and learning process largely depend upon the efficacy of the pre-service teachers to design and use these types of materials (Heinich et.al, 2002). The self efficacy of the teaching materials of the pre-service teachers is their confidence about their capacity to use these materials. The teachers are supposed to have a good knowledge in design elements and principles of these types of materials in order to make the best use of them (Korkmaz, 2011). In this rapidly changing and developing world the use of teaching materials prepared in accordance to the modern education techniques are of great importance for the teachers equipped with the virtues necessary for the training the people who are capable to use modem technologies (Karamustafaoglu, Cakir and Topuz, 2012). The pre-service teachers are supposed to be equipped with the capacity of knowing the teaching technologies, use them in an efficient way, developing new materials and evaluating the benefit of the already existing materials after taking the course entitled "teaching technologies and material development" compulsory in all the education faculties. However although there numerous studies emphasizing the importance of the use of these types of materials in literature, there are so many reports indicating the use of these type of materials by the teachers in classroom medium is far from satisfactory (Korkmaz and Tunc, 2010). The attitudes of the pre-service teachers towards their profession and technology (Alkan and Erdem, 2010), effects their self efficacy concepts (Girgin et.al. 2010, Akay and Boz, 2011, Demirtas, Comert and Ozer, 2011). The reasons for the insufficient use of these materials by the teachers are their negative attitudes and lack of skills to use them (Sang et. al., 2010; Karasakaloglu, Saracaloglu and Uca, 2011; Ipek and Acuner, 2011; Aydin, Dogan and Kinay 2012; Cetin, Caliskan and Menzi, 2012; Karamustafaoglu, Cakir and Topuz, 2012). According to the data obtained in this study the attitudes of the pre-service teachers towards the teaching profession and technology and their efficacy to design and use teaching materials were the deterministic factors in the their effective use of the materials.

The goal of this study is to determine the relation between the attitudes of the history pre-service teachers towards their profession and technology and their self efficiencies to utilize the teaching materials. For this purpose the following hypothesis are tested:

H_1 The effect of their attitude towards the teaching profession on their attitude towards the technology is significant.

H_2 The effect of their attitude towards the teaching profession on their self efficacy to use the teaching materials is significant.

H_3 The effect of their attitude towards the technology on their self efficacy to use the teaching materials is significant.

2. METHODOLOGY

2.1. Research Model

This study based on the relationship survey model enables us to do comparative and correlative surveys. The survey models are the type of research approaches which describe a finalized or a currently exist situation in their present state (Karasar, 2003). In this research the reason based relations are tested. The most comprehensive statistical model used is the Structural Equation Modeling (SEM). SEM integrates the descriptive structural relation and hidden factorial structures in factor analysis with a comprehensive analysis. It also reveals the degree of the relation between the variables (Joreskog and Sorbom, 1993; Sumer, 2000). In this study the model depicted in Fig.1 was established by the use of SEM.

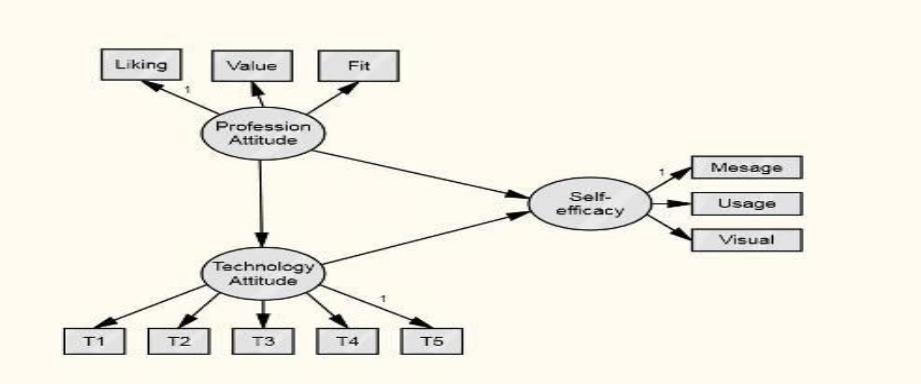

Fig.1. *Research Model*

2.2. Working group

The working group was summarized in Table 1.

Table 1. Working group (N=303)

University-Faculty	Gender		Class			Total
	Female	Male	4	5	Graduated	
Gazi University Gazi Faculty of Education	40	30	27	43	-	70
Ataturk University Kazım Karabekir Education Faculty	12	24	-	36	-	36
Canakkale Onsekiz Mart University Education Faculty	16	12	28	-	-	28
Dicle University Ziya Gokalp Education Faculty	4	28	32	-	-	32
Selcuk University Education Faculty	20	38	25	33	-	58
Gazi University Gazi Faculty of Education (Pedagological Formation)	44	35	-	-	79	79

2.3. Data collection tools

2.3.1. The Attitude Scale Towards The Teaching Profession

The attitudes of the history pre-service teacher towards the teaching profession were determined with the use of “The Attitude Scale Towards The Teaching Profession” developed by Cetin (2006). The 5 choice likert type scale contains 20 positive and 15 negative totals of 35 items. The scale was constituted by three factors as liking (22 item), value (8 item) and fitting (5 item). The general internal reliability coefficient was found to be α=0.95 as a result of reliability and validity studies. The total reliability coefficient was α=0.95 for liking, α=0.81 for value and 0.76 for fitting factors. These values were found to be 0.94 for the total reliability 0.93 for liking, 0.82 for value and 0.74 for fitting factors respectively in this study.

2.3.2. Technology Attitude Scale

The attitudes of history pre-service teachers were determined by the use of the “Technology Attitude Scale” developed by Yavuz (2005). The scale was constituted by 5 factors and 19 items. The scale T1 was concerned with not using the technological tools in education (5 items), the scale T2 questions the use of the technological tools in education (4 items), the scale T3 deals with effect of technology upon the educational life (4 items), the scale T4 is about how to use of technological tools (4 items) and finally scale T5 is related to the evaluation of the technological tools (2 items). The scale contains 13 positive and 6 negative items. The Cronbach Alpha realibility coeffiricent of the scale was found to be α=0.866 (Yavuz, 2005). The reliability of the current analysis was found to be α=0.888.

2.3.3. The self efficacy scale for the use of teaching materials

The self-efficacy levels of the history pre-service teachers for the use of teaching materials were determined by the use of “The Self Efficiency Scale for the Use of Teaching Materials” developed by Korkmaz (2011a). The scale was 5 choice likert type survey constituted by three sub factors and 23 items mainly “message design (10 items)”, “usage (6 items)”, and “visual design (7 items)”. The reliability factor or the Cronbach Alpha value for this

scale was found to be α=0.822. The Cronbach Alpha values for the sub factors were observed to change between 0.620 and 0.835 (Korkmaz, 2011a). The reliability factor for the analysis of this study was found to be α=0.950. The reliability factors for the sub structures were α=0.902 for the message design, α=0.810 the usage and α=0.902 for the visual design.

2.4. Data Analysis

The statistical analyses of the data were carried out by the use of the SPSS 15.0 for Windows, LISREL 8.51 and AMOS 18 and SOBEL programs. SPSS 15.0 for Windows enables us to determine the relations between the variables, mean values, standard deviations, and carry out kurtosis and skewness analyses. LISREL 8.51 was used for the confirmatory factor analysis, AMOS 18 for structural equation modeling and SOBEL for the determination of the indirect roles of the variables. There is a two staged approach used in SEM analysis. The first stage is testing the measurement models with the confirmatory factor analysis for the verification of the structures and then the structural model is tested (Meydan and Sesen, 2011). The data analysis of the study was carried out by this method. The first stage was the validity tests of the attitudes towards the teaching profession and technology and their self efficacy conceptions and then the structural model was tested. The fit between the CFA and SEM models were evaluated by chi-square ($\Delta\chi^2$), the division of chi square to degree of freedom ($\Delta\chi^2/df$), goodness fitness index (GFI), the mean square root of the average errors (RMSEA), the square root of the mean residual values (RMR) and comparative fitness index (CFI).

3. RESULTS

The correlation coefficients and the descriptive statistical values related to sub dimensions of their attitudes towards the teaching profession and technology and the self-efficacy for the use of teaching materials are listed in Table 2.

Table 2. The observed relationships between the variables

	1	2	3	4	5	6	7	8	9	10	11
1.Liking	1										
2.Value	.520**	1									
3.Fitting	.653**	.378**	1								
4. T1	.300**	.337**	.338**	1							
5. T2	.366**	.467**	.246**	.397**	1						
6. T3	.442**	.505**	.362**	.491**	.558**	1					
7. T4	.363**	.426**	.250**	,397**	.547**	.639**	1				
8. T5	.233**	.368**	.142*	.308**	.407**	.415**	.599**	1			
9. Message Design	.258**	.292**	.219**	.189**	.344**	.327**	.366**	.289**	1		
10. Usage	.219**	.299**	.193**	.176**	.352**	.318**	.327**	.235**	.761**	1	
11. Visual-Design	.219**	.264**	.201**	.158**	.324**	.264**	.281**	.208**	.791**	.795**	1
Mean	82.00	34.44	17.89	20.99	16.09	16.06	15.57	7.56	38.50	23.49	27.78
Std. Deviation	16.28	4.95	4.44	3.93	3.15	2.84	2.97	1.79	6.82	3.79	4.98
Skewness	-.377	-.985	-.557	-.912	-.951	-.832	-.840	-.693	-.468	-.372	-.719
Kurtosis	-.173	.907	-.192	.950	.761	.713	.885	.389	.153	-.135	.811

*** Correlation is significant at the 0.01 level*
** Correlation is significant at the 0.05 level*

According to Table 2 there is a positive and statistically significant relation between the sub dimensions of the attitudes towards the sub dimensions of the teaching profession (liking, value, and fitting), the attitudes towards technology (not using the technologic tools in the educational processes, and using these materials for the educational purposes, the effect of the technology to the educational life, teaching the use of technological tools in education, and evaluation of the use of these materials in education) and the self-efficacy for the use of teaching materials (message design, usage and visual design). When we generally evaluate the relations between variables we can easily conclude that the basic assumptions of SEM related to the dependent variables are satisfied. The skewness and kurtosis values were found to be within the normal range of -1 and 1. This can be taken as strong indication for the homogeneity of the variances. Table 3 lists the confirmatory factor analysis fitting indices.

Table 3. Fit indices for the measurement model

	Teaching profession attitude scale	Technology attitude scale	The self efficacy scale of the teachers' for the use of teaching materials
X^2	2337.46 p<0.01	323.40 p<0.01	549.62 p<0.01
X^2 / sd	2337.46/557= 4,21	323.40/142= 2.27	549.62/227= 2.42
GFI	0.91	0.93	0.92
RMSEA	0.09	0.06	0.06
RMR	0.07	0.05	0.04
CFI	0.91	0.94	0.92

The fact of x^2/sd ratio less than 3 indicate the perfect and less than 5 moderate fits in big samples. There is a perfect fit between the technology attitude scale and the self-efficacy of the use of the technological educational materials and a moderate fit with the attitude towards the teaching profession. If the GFI is above.95 the fit is perfect and if it is above.90 the fit is good. The data reported by Table 3 have a good fit. The fact that RMSEA values being smaller than.05,.08 and.10 are the indications of a perfect, good and weak fit respectively. The values in the Table show that the RMSEA values show a good fit for all three scales. Similarly the RMR standard RMR values below.05,.08 and.10 correspond to perfect, good and weak fits. RMR values show that the attitudes towards the teaching profession has a good fit with the attitude towards technology and a perfect fit with self efficacy values to use the teaching materials. The CFI index values above.95 and.90 are the indication of a perfect and a good fit respectively (Cokluk, et.al. 2010). According to the Table 3 the CFI index has a good fit in all three scales. After the verification of the measurement models (the attitude towards the teaching profession, the attitudes towards the technology and self-efficacy for the use of the teaching materials) the hypothesis model was subjected to SEM analysis. The results are illustrated in Figure 2.

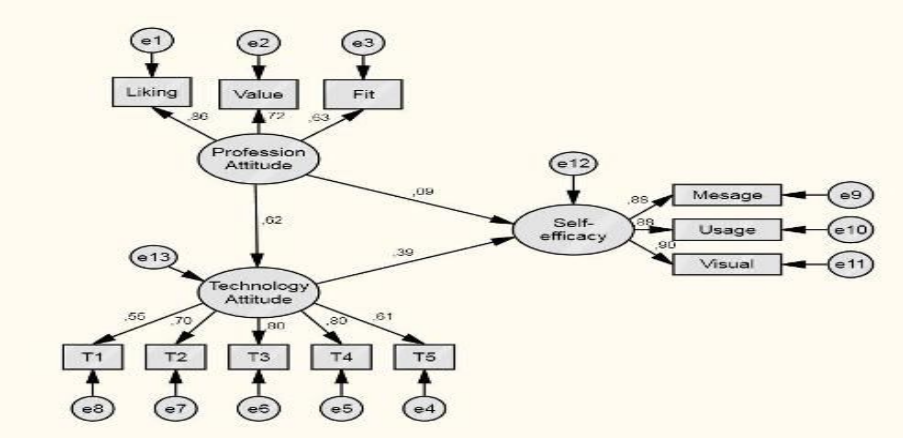

Fig. 2. *Results of the test of structural model*

The model illustrated in Fig. 2 which was verified by the test and has very good fit values [$\Delta\chi^2$ (41)=118.36, $\Delta\chi^2/df$ =2.89, *p* <.001, RMSEA=.08, CFI=.95, RMR=.04, GFI=95]. When we investigate the model as regards to research problems the attitude towards the teaching profession is seen to have a significant effect on the attitude towards the technology (.62, p<.01) and the attitude towards the technology has a statistical significant effect upon the self-efficacy for the use of teaching materials (.39, p<. 01). However the effect of the attitude towards the teaching profession upon the self-efficacy of the pre service teachers for the use of teaching materials is not significant (.09, p>.05). The test results of the hypothesis are tabulated in Table 5.

Table 5. Hypothesis test results

Hypotheses	Path	Path coefficient	t value	Result
H_1	Attitude towards the teaching profession - attitude towards the technology	.62	7,466***	Supported
H_2	Attitude towards the teaching profession - Self-efficacy for the use of the teaching materials	.09	1,086	Not Supported
H_3	Attitudes towards the technology - Self-efficacy for the use of the teaching materials	.39	4,371***	Supported

**** P >.001*

Table 5 verifies the hypothesis that the attitude towards the teaching profession is effective on the attitude towards the technology and the hypothesis that the attitude towards the technology is effective on the self-efficacy for the use of teaching materials. The hypothesis that the attitude towards the teaching profession is effective on the self-efficacy for the use of teaching materials is rejected. The fact that whether the effect of the attitude towards the teaching profession on the self-efficacy for the use of teaching materials became significant by the mediation of the attitude towards the technology has been analyzed by SOBEL test. According to the results of this analysis the attitude towards the technology mediates in the fact that the effect of the attitude towards the teaching profession on the self-efficacy for the use of teaching materials become significant (t_{sobel}= 4.04, p<.000).

4. RESULTS AND DISCUSSION

According to the results of this study there is a positive and statistically significant relation between the sub dimension of the attitudes towards the teaching profession (liking, value and fit) and the sub dimensions the attitude towards the technology (non-usage of the technologic materials in education, the use of the technologic materials in education, the effect of technology in the educational life, teaching the use of technological tools in

education, and the evaluation of the technological materials) and the sub dimensions of the self-efficacy for the use of teaching materials (message design, usage and visual design). In Girgin et al. (2010), where similar data are obtained with ours there are positive and statistically significant relations between the self-efficacy points and the fit($r= 0.448$, $p<.01$ and the value ($r= 0.371$, $p<.01$) dimensions of the attitude towards the teaching profession and the evaluation dimension of the self-efficacy scale and the fit($r= 0.389$, $p<.01$) and the value ($r=0.296$, $p<.01$) dimensions of the attitude towards the teaching profession and the planning dimension of the self-efficacy scale and fit($r=0.449$, $p<.01$) and the value ($r=0.397$, $p<.01$) dimensions of the attitude towards the teaching profession. In the study of Demirtas, Comert and Ozer (2011) there is a positive and a weak correlation between self-efficacy conceptions pre-service teachers and their attitudes toward their profession ($r=.278$). Akay and Boz (2011) in their study found that there is a high level and statistically significant relation between the attitudes of the pre service teachers towards the mathematics and their self-efficacies for the use of the teaching materials and self-efficacies towards mathematics. According to the data obtained by Sharbain and Tan (2012) there exists a medium level positive relation between the attitudes of the pre-service teachers and their self-efficacies ($r= 0.51$).

The effect of the attitude toward the teaching profession upon the attitude towards the technology is significant. It is natural that the pre-service teacher which have the positive attitude towards the teaching profession be perfectly cognizant of the importance of the technology in the education systems of the future and develop positive attitude towards the technology. Alkan and Erdem (2010) report that the pre service teachers who took the "Teaching Application Course" during the pre-service stage develop a much more positive attitude towards the use of the technological tools than the ones who took no such course.

There is a significant relation between the attitude towards the technology and the self-efficacy for the use of the technological materials in education. In the era where there is mind bogging developments in the informatics technology the efficacies of the pre-service teachers for the use and design of the technological material to make the course much more effective and attractive are naturally effected from it. In the study of Cuhadar and Yucel (2010) carried out to determine the factors effecting the foreign language pre service teachers' self-efficacies for the use of the of information tools for education purposes found that the most important factor was the use of informatics technology in the course activities. According Teo (2008) there is a positive correlation between the attitude for the use of technology in the education and their attitude towards the use of computers. Sang et al. (2010) reported a moderate and a positive relation between the attitude towards the use of computers in education and the efficacy of the teachers ($r= 0.36$). According to the data of the study of Karasakaloglu, Saracaloglu and Uca (2011) there is a weak but positive relation between the Turkish language pre-service teachers attitudes towards the use technology and their level of using informatics technology ($r=.216$; $p<.05$). Ipek and Acuner (2011) reported that it was possible to estimate the self-efficacy concepts of the primary school pre-service teachers at statistically significant levels from their attitudes towards the use the educational materials. It was observed that there was a low level statistically significant relation between the attitude towards the technology points of the pre service teachers and their self-efficacy points for the use of computers. Aydin, Dogan and Kinay (2012) reported that there was a moderate but statistically significant relation between designing capacity of the educational materials of the pre service teachers and their opinions of using the technology in education ($r=.544$; $p<0.05$). These results indicate the presence of a positive correlation between the attitudes of the pre-service teachers towards the teaching profession and their self-efficacy concepts. Cetin, Caliskan and Menzi (2012) in their study where they investigated the efficacy of the pre-service teachers and their attitudes toward the technology found a moderate but statistically significant relation between these two concepts.

The effect of the attitude of the pre-service teachers towards teaching profession on their self-efficacy for using teaching materials is not statistically significant. However this effect becomes important by the mediation of the attitude of the pre-service teachers towards technology. According to the study of Yavuz and Coskun (2008) which they carried out to determine the attitudes of the primary school pre-service teachers towards the use of technological tools in education they found that the student who carried out projects supported by technological tools developed much more positive attitudes towards the use of this types of educational tools which are in line with our data. Yaman (2007) reported that a very big portion of the Turkish language pre-service teachers agreed that the use of technological materials would make a significant contribution to the education. They also stated that this type education would have very positive effect on the development of the grammatical concepts. Similarly the item about the necessity of the educational materials development course had the highest percentage in this study. Korkmaz and Tunc (2010) stated that the failure of using Internet and computers in the lectures at a satisfactory level can be attributed to the lack of these materials in the school and the lack of skills of the teacher to use or design these types of materials. Korkmaz (2011) reported that in spite the fact the attitudes the pre-service teachers towards the use of these type of educational materials and the effect on the teaching medium is positive and their self-efficacy levels are very high, their level of utilizing them is not satisfactory. According to Karamustafaoglu, Cakir and Topuz (2012) in the use of teaching material and technologies during the teaching process, the knowledge and the skills of the teachers and their attitudes and beliefs in the use of these kinds of materials are equally important.

We therefore conveniently conclude that the increase in the attitude points towards the teaching profession will result an increase in their attitudes points towards the technology and the increase in their attitude points will reflect the corresponding increase in their self-efficacy levels related to the design and use of teaching materials.

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