



OLD OR NEW: RETROSPECTIVE APPRAISAL AND WORK EXPERIENCES OF MUSIC, ARTS, AND PHYSICAL EDUCATION UNIVERSITY GRADUATES

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Abstract:

The study intended to look back the experiences of the last batch of the university graduates taking Music, Arts and Physical Education as the area of specialization in Education in one of the Higher Education Institutions in Cebu, Philippines. Specifically, the study elaborated on the graduates' personal and professional characteristics, retrospective evaluation, perceived levels of self-efficacy and lived experiences of the graduates on how the program aided them in their teaching profession. Concurrent mixed method was utilized in the study: (1) descriptive retrospective survey using a questionnaire (quantitative) and (2) narrative inquiry design (qualitative) using semi-structured interview with the nine graduates as the key informants of the study. All nine graduates are employed, with seven of them teaching in their field. Graduates' retrospective evaluation of their university experience revealed that their practicum experience was the most relevant which provided them the edge and opportunity to taste the reality of teaching. The strength of the program is identified in dance and sports while the teaching of health, music and arts-related courses were regarded weak. Graduates perceived level of self – efficacy was high as indicated by their ability to develop initiatives towards professional growth, and to work with people of different backgrounds. Further, three (3) emerging themes revealed as the self-instilled work values of the graduates such as persistence, love of work and open-mindedness that assisted them to be able to sustain and survive in their teaching career. This study concluded that Music, Arts and Physical Education (MAPE) is still relevant even with the existence of the new mandated Physical Education curricular program to the development of the knowledge, skills, attitudes and competencies of the MAPE graduates vis-à-vis to the demand and need of the labor market and of what is expected from them in this changing time.

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1. Introduction

The economy of a country oftentimes is equated and weighed on the quality of the human forces which in a way associated on the standards of professional education and skill training institution. Thus, competition on employment boils down on the quality of graduates in the institutions, colleges and universities. Hence, graduates are urged to improve their personal skills, qualities, and experiences that qualify them to compete in this competitive and changing world [1, 2]. It is indeed true for the mission of all the Higher Education Institutions (HEI's) graduates here in the Philippines are to be globally competitive in terms of employment qualification. The reforms in the educational system in the Philippines brought about drastic adjustments not only to the Filipino students, families and communities but also to all HEIs. With this phenomenon, we opt to embrace the challenges of change for there is really no other choice but to journey with it. The Commission on Higher Education (CHED) issued memorandum order as way of answering the call of the educational reform happening in the country. One of the requirements in claiming the status of a university as stated in CHED CMO 46, a university must engage and involve in searching and producing new knowledge through research. In this new mandate, it is just a step ahead in envisioning the good educational future of the Philippine institutions [3].

The labor market in the Philippines is quite competitive. Thus, the unemployment rate increases to 5.2% [4] and employers are very thorough in looking into the employability skill aside from technical skill in the global market and competition [5]. With this, the HEIs in the country must be prolific in tuning in the curricular programs vis-à-vis with the so - called industry standards. Educators must continuously wield efforts to inform the practitioner about their efforts to keep the curriculum up-to-date and applicable to the global market [6] since employability is a global issue in the global economy [7]. Hence, several studies on evaluating and examining the quality of their graduates had sprouted to look into the gaps and weaknesses in their curricular programs. Others has presented that their curriculum is slanted towards traditional way [8], their trainings were relevant to their present tasks but needed strengthening of the information technology component [9], and most of their graduates had landed on their first job that is related to their university course [10]. This result insinuates further on strengthening the process of examining, assessing and evaluating of the curricular programs offered in each institution, college and university to be always suitable in the demands of the economy. Additionally, it has been proven that the individuals who possessed and acquired the necessary competencies are the ones who are getting the job [11]. Thus, graduates are competing in acquiring the job which resulted in unemployment with the limited opportunities [12]. Hence, the need to augment and strengthen the alignment and re-alignment of the curricular programs is a must. Music, Arts and

Physical Education (MAPE) is one of the curricular programs to look into since aside from scarce studies about retrospective evaluation of this particular program but most importantly knowing and understanding if the program is still relevant in the changing time.

This empirical study is relevant in providing all necessary information of the last MAPE graduates in one of the HEIs in the Philippines that look back on the level of employment, unemployment and underemployment, the matching of academic and non-academic programs offered to the requirements of their job, and identification of the possible gaps or deficits that would provide the guidelines in realigning the programs to the need of the economy. The study specifically aimed to retrospect and to trace the last graduates of MAPE program and understand their experiences with the end view of curricular revision and improvement and contribute to national curriculum development and research. In particular, sought to identify the personal characteristics of MAPE graduates in terms of socio – demographic profile, to determine the professional characteristics of the graduates such as passing the professional exams, pursuing further studies and trainings, employment history from first job until the present and acquiring higher positions, promotions and awards, to assess the graduates' retrospective evaluation of their curricular program and their educational experience at the University and to evaluate the graduates' perceived level of professional efficacy to achieve their career goals. This study provides factual and relevant information in reshaping and reforming the competencies of the academic and non-academic programs of the University and all institutions in the Philippines and to the policy makers in tuning their programs in view of producing high level and skilled human resources ready for global competition and best economy.

2. Materials and Methods

2.1 Participants/Informants

The participants/informants were selected using convenience- purposive sampling wherein they must belong to the last graduates of the MAPE program in the University. There were nine (9) participants who were given questionnaire and underwent in-depth interview in the study. The research questionnaire underwent rigid face and content validity by the experts of the field before it was used in the study. Further, it was ensured that the participants were informed about the conduct of the study and their confidentiality were taken into consideration.

The profile of the MAPE graduates specifically on age were in the range of 28 -34 years old. The MAPE graduates were mostly female which accounted for 77.8% and most of the graduates were still single (88.9%). Most of their parents had an income of between five thousand to ten thousand pesos. Hence, few of the MAPE graduates were supported by their parents and several were receiving scholarships from the different organizations. All were graduates of Bachelor in Secondary Education major in Music, Arts, and Physical Education as the last recipient of the program.

2.2 Research Design

The study utilized concurrent mixed method wherein the quantitative and qualitative data were collective and analyzed at the same time [13]. Cross-sectional retrospective survey was used in the quantitative part of the study. Specifically, was used in getting the personal and professional characteristics, curricular evaluation, and perceived level of efficacy. While, in the qualitative part, narrative – inquiry design was used in qualitative part of the study especially in the work and life experiences of the participants. Additionally, questionnaire was used in the data gathering in quantitative part wherein the survey questionnaire has four parts, part A answers on the personal characteristics such as socio – demographic, educational background and honors and awards of the respondents and the professional characteristics such as professional examinations passed, further studies and trainings attained, employment history from the first job until the present and on the positions held, promotions and awards of the respondents, part B explains the retrospective evaluation of the respondents, part C assesses on the professional efficacy of the respondents and part D was the semi - structured interview of the work and life experiences of the informants.. As described in research instruments, the survey questionnaire was distributed to the respondents/informants in both print and electronic format. Further, the respondents/informants who were living and working near the city were personally given the survey questionnaire and for those living and working far were given the electronic format through email or web-based technology and was interviewed virtually.

2.3 Statistical Analysis

Data collected from the questionnaire as quantitative data were encoded and processed electronically to answer the research questions using SPSS software. Personal and professional characteristics of the respondents were collated and presented in frequency distribution tables and graphs. Descriptive statistical tools such as means and standard deviations were used to summarize the graduates' retrospective evaluation and to their perceived levels of professional efficacy. While simple thematic analysis was used in the analysis, presentation, and interpretation of the qualitative data. Ethical consideration steps and processes were put in place to ensure the confidentiality and anonymity of the participants.

3. Results

Below are the tables of the result of study on the retrospective appraisal and work experiences of the graduates of Music, Arts and Physical Education.

3.1 Professional Characteristics of Graduates

The MAPE graduates were mostly professional in their field of expertise for they were able to pass the qualification to become professional teachers through the Licensure Examination for Teachers (LET) with 66.7%. Few of the graduates (22.2%) were able to

enhance and develop their craft in pursuing further studies and trainings. All of the MAPE graduates were employed (100%) and most of their statuses were full time but not permanent (66.7%). Most of them landed in teaching career that has 77.8 percent which is safe to say that they really had chosen the right program and the right education ready to combat in the real teaching world.

Table 1: Professional Profile

| | No. | Percent |
|-------------------------------------|-----|---------|
| Professional Exam Passed | | |
| LET | 6 | 66.7 |
| Further studies and training | | |
| M.A. Education in P.E. | 2 | 22.2 |
| Employment status history | | |
| Employed | 9 | 100 |
| Full time permanent | 3 | 33.3 |
| Full time non – permanent | 6 | 66.7 |
| Teaching | 7 | 77.8 |
| Non – teaching | 2 | 22.2 |

3.2 Graduates’ Retrospective Appraisal of their Curricular Program and Educational Experiences at the University

Table 2: Relevance of University Curricular Program

| Curriculum | Mean | SD | Interpretation |
|---|------|------|----------------|
| Sequencing of subjects in your degree | 1.89 | .92 | excellent |
| Quality of instruction | 2.00 | .50 | very good |
| Quality of instructional materials | 1.89 | .92 | excellent |
| Availability of teachers for consultation | 2.33 | 1.32 | very good |
| Assessment and grading system | 2.22 | .97 | very good |
| Participation in conducting research | 2.44 | 1.33 | very good |
| Field study, OJT, practicum experience | 1.56 | 1.01 | excellent |
| Overall Curriculum | 2.05 | .83 | very good |
| Students Activities | | | |
| Curricular activities | 1.67 | .87 | excellent |
| Co – curricular activities | 2.56 | .73 | very good |
| Extra – curricular activities | 2.56 | 1.33 | very good |
| Opportunities for CES | 2.22 | 1.30 | very good |
| Overall | 2.25 | .88 | very good |
| Student Services | | | |
| Library services and facilities | 2.56 | .73 | very good |
| Computer and internet services | 3.22 | 1.09 | good |
| Medical, dental, guidance services | 2.44 | 1.01 | very good |
| Overall | 2.74 | .68 | good |

The relevance of the University curriculum weighted 2.25 which interpreted as very good. In this particular rating 1 is excellent and 5 means poor. The graduates’ practicum

experienced which had the highest mean of 1.56 was the most relevant for them because this was the time and the venue for them to practice what they've learned from the program. The graduates had expressed and could be proven in the table that they had lack engagement in the participation in conducting research which had the lowest mean of 2.44 but they had assorted interpretation with regard to it as shown in the standard deviation of 1.33. And also, the graduates were diverse in answering the relevance of the availability of teachers for consultation with 1.32 standard deviation. The student activities of the college in particular were beneficial and relevant for the graduates with an overall rating of 2.25 which is interpreted as very good. Unfortunately, in the area of student services particularly the computers and internet though it was still good with the mean of 3.22 in the rating but definitely the university/college should look into this result because among the areas this was rated poorly by the graduates.

Table 3: Development of knowledge, Skills and Competencies Relevance to the Curricular Program

| | Mean | SD | Interpretation |
|---|------|------|----------------|
| General Education Knowledge | 2.00 | .50 | very good |
| Professional Education Knowledge | 1.89 | .78 | excellent |
| Content Specialization Knowledge | 1.67 | .50 | excellent |
| Field Knowledge from Field Study and Practicum | 1.78 | .67 | excellent |
| Literacy skills | 2.11 | .78 | very good |
| Numeracy skills | 2.44 | .88 | very good |
| Oral Communication skills | 1.67 | .71 | excellent |
| Written Communication skills | 2.00 | .71 | very good |
| Critical Thinking Skills | 1.89 | 1.05 | excellent |
| Problem-solving skills | 2.00 | 1.12 | very good |
| Systematic planning and organization of subject matter | 1.89 | 1.05 | excellent |
| Reflective Thinking | 1.78 | .67 | excellent |
| Understanding of the learning and educational processes | 1.89 | .78 | excellent |
| Teaching process skills | 1.89 | .78 | excellent |
| Information technology (IT) skills for teaching, research, management, evaluation and communication | 1.89 | .60 | excellent |

The MAPE graduates were asked to rate on how well the university subjects help them develop their knowledge, skills and competencies found in the curricular program. The answers were very good specifically on the content specialization knowledge and the oral communication skills which had the highest mean of 1.67 and the graduates were sure of their rating as shown in the standard deviation of .50. It is observable in the table that the MAPE graduates had the lowest rating of development in terms of numeracy skill which had the lowest mean of 2.44. But the graduates had assorted or diverse understanding in rating their development in problem solving which had a standard deviation of 1.12.

Table 4: The MAPE Experience

| MAPE major courses | Mean | SD | Interpretation |
|---|-------------|-----------|-----------------------|
| Sports – related courses | 1.89 | .93 | excellent |
| Dance related courses | 1.11 | .33 | excellent |
| Music related courses | 2.22 | .83 | very good |
| Arts related courses | 3.33 | .33 | good |
| Health related courses | 2.11 | .78 | very good |
| Methods and strategies in teaching | 1.89 | 1.05 | excellent |
| Maximizing the facilities and equipment in teaching MAPE Activities | 2.00 | .87 | very good |
| Culminating activities in the different MAPE major subjects | 1.00 | .00 | excellent |
| Seminars and workshops related to MAPE | 1.22 | .44 | excellent |
| COEDSO activities | 1.78 | .833 | excellent |
| MAPEMSO activities | 1.22 | .44 | excellent |
| Intramurals | 1.22 | .44 | excellent |
| Extramural | 1.56 | .73 | excellent |

The MAPE graduates were deliberately asked to evaluate their MAPE experience as a MAPE majors. It is clear in the table the strength of the graduates in terms of dance related courses with the mean of 1.11, sports related courses with a mean of 1.89 and methods and strategies in teaching with a mean of 1,89 which these areas are interpreted as excellent. It is therefore safe to say competencies needed of the graduates in these particular courses were attained. It is also clear that graduates had weak points in their program such as health related courses (2.11), music related courses (2.22) and arts related courses which got the lowest mean of 3.33. In the MAPE activities it is commended the effectiveness of the culminating activity in the different MAPE major’s subject in the development and preparedness of the MAPE graduates which had 1.00 mean which is interpreted as an excellent activity for learning. But the rest of the MAPE activities were really advantageous and valuable for the graduates since all were interpreted as excellent.

3.3 Graduates’ Assessment of their Professional Efficacy to Achieve Career Goals

Table 5: Graduate’s Perception of their Personal Efficacy in Finding a Job after Graduation

| | No. | Percent |
|--|------------|----------------|
| Means of looking for a Job after graduation | | |
| Applied for an advertised vacancy | 3 | 33.3 |
| Was approached by an employer | 4 | 44.4 |
| Attended job fairs | 1 | 11.1 |
| Received referrals from personal connection | 1 | 11.1 |
| Top Tree Criteria in applying a Job | | |
| Opportunity for career growth | 5 | 55.6 |
| Salary and benefits | 4 | 44.4 |
| Related to special skills | 2 | 22.2 |

It was proven that the graduates of the University are high class in quality and elite in qualification because most the MAPE graduates were approached by an employer to work in their company with 44.4%. This is quite relieving to have such qualification of the MAPE graduates. The top criterion of the MAPE graduates in consideration for applying or looking for job is opportunity for career growth with 55.6 percent which is very commendable for its importance and value for their self satisfaction and happiness.

Table 6: Graduates' Self – assessment of their Skills
 and Attitudes Developed that are Essentials in their Career Goals

| Skills and Attitudes | Mean | SD | Interpretation |
|---|------|------|----------------|
| Confidence in my capabilities | 1.78 | .67 | extremely |
| Managing/controlling my emotions | 2.22 | 1.09 | very essential |
| Adaptability in coping with change | 1.78 | .97 | extremely |
| Staying composed in dealing with pressures | 1.67 | .50 | extremely |
| Exercising self-control in expressing emotions | 2.11 | .78 | very essential |
| Dealing with disappointments and setbacks | 2.00 | .71 | very essential |
| Motivating myself toward achieving goals/ accomplishing tasks | 1.78 | .67 | extremely |
| Exercising initiative and creativity in managing and organizing my time and tasks | 1.67 | .71 | extremely |
| Taking initiative toward professional development | 1.33 | .50 | extremely |
| Exercising initiative to contribute to learning at the workplace | 1.67 | 1.67 | extremely |
| Working with others toward common goals | 1.89 | .60 | extremely |
| Establishing positive work relationships | 1.44 | .73 | extremely |
| Communication skills (effective listening) | 1.67 | .50 | extremely |
| Communication skills (effectively expressing opinions and ideas) | 1.78 | .67 | extremely |
| Working with people of different backgrounds, beliefs, age, gender, political persuasion, etc. | 1.33 | .50 | extremely |
| Working with others toward accomplishing a shared goal | 1.33 | .50 | extremely |
| Valuing the individual contributions of team members | 1.44 | .53 | extremely |
| Assuming leadership roles | 2.00 | .87 | very essential |

The essential results of the self – assessment in terms of skills and attitudes towards work of the MAPE graduates were positive in the sense that the University were able to effectively provide the necessary development. To highlight these developments, the graduates were able to develop initiative towards professional growth, to work with people of different backgrounds, beliefs, age, gender and political persuasion and to work with others toward accomplishing a shared goal which were the three well developed skills and attitudes of the MAPE graduates with 1.33 mean and profound responses of the graduates. The graduates had expressed in their ratings which also got the lowest mean of 2.22 but with diverse responses as shown in the standard deviation of 1.09 was on difficulty on managing or controlling their emotions.

3.4 Lived Experiences of the University Graduates

Below is the result of the thematic analysis of the data coming from the MAPE graduates during the in-depth interview on how they have lived and rise up on the competitive word and maintained and/or stayed in their field of work or job.

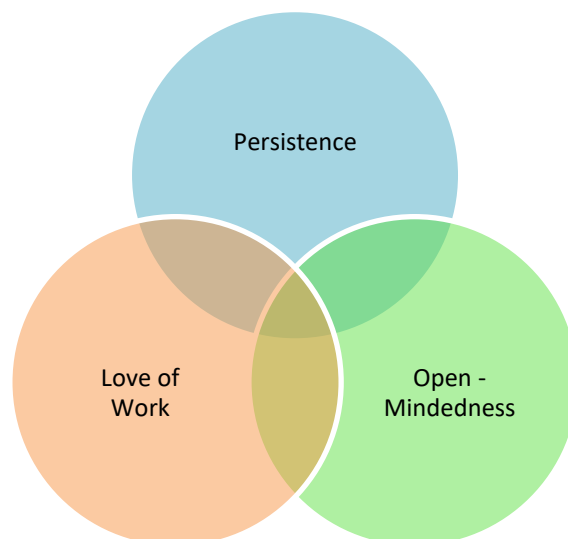


Figure 1: Self-Instilled Work Values of the Informants

In the analysis of qualitative data of the last graduates of the MAPEH program, the following themes related to their lived experiences as MAPEH teachers have emerged when they were asked, what are the things that you have done to survive and still be relevant in your present teaching position?

3.5 Persistence

This is one of the self-instilled values of the MAPEH graduates that they have used to be able to sustain and still be functional in their teaching profession.

KI1 said that *“I always find meaning to the things I’ve been doing for me to be able to survive in my teaching position”*. KI4 stated that *“I will focus myself in doing things that I can only deliver in that day which makes me survive of my work*. KI9 expresses *“Though, sometimes dealing with students with several problems can hinder to be demotivated but along the way I always try to persist to survive for my family and other responsibilities at home”*.

3.6 Love of Work

Going to work every day is not an easy task and it takes a lot of effort to be able to sustain it in a day-to-day basis. These are the experiences and reasons of the informants in managing and staying in the position they are in.

KI3 said that *“the reason for me to stay and survive in my present teaching profession/job is because that I am loving what I am doing”*. KI6 expressed that *“I love my work since this is what I have chosen and what I am going to keep on doing”*. KI7 said that *“Accepting and loving the work is one of the many ways to survive and able to stay long in the teaching profession”*.

3.7 Open – Mindedness

Issues and problems usually surfaced when people will have different opinions and ideas. Indeed, this is true in the academe especially during departmental, college and/or institutional meetings, project proposals, conventions and stakeholders' meetings. Below are the experiences and means of retaining their composes amidst continuous disagreement and misunderstanding within the institutions.

KI2 revealed that *"I will always listen to both sides of the ideas and opinions whenever there is discussion and disagreement among colleagues"*. KI8 enunciated that *"Being open to what other people will say is a good attribute to cultivate peace and solve misunderstanding within the workplace"*. KI9 asserted that *"One of the many ways to solve any problem is to listen and be open to what they have said especially at work"*.

4. Discussions

The new curricular program of Physical Education in the tertiary level is now called Bachelor of Physical Education (BPed) as mandated by CHed Memorandum Order No. 80 series of 2017 in the Philippines [14]. This is the new program designed to change Music, Arts and Physical Education (MAPE) curricular program which separates and delineates Physical Education from Music and Arts. However, in terms of the content, there is no much of difference of the old and new program in the context of Physical Education. The study evaluated the old program to look into if the program is still valid and relevant in the changing time. All the respondents/informants in this study were graduate of MAPE program, licensed, taking further studies and teaching using the old curricular program. It is said that whatever be the curriculum old and new, the teachers will always find means and way to make the curricular program beneficial and relevant to the students such as in implementing curricular policies, adjusting curriculum directives, reconceptualizing the concept, methodologies and assessment for the contemporary students [15]. This is indeed true since teachers tend to screen or filter either mandated curriculum before translating it to their students [16].

The relevance of the curricular program depends on several aspects, one of which is the practicum or practice teaching opportunity of the students either on or off campus teaching. This is the time where students are tested on what they have learned within the university. This study showed that the practicum experience of the graduates made a great impact of what they have achieved until this time. In the Theory of Involvement believed that part of students' life is the work aspect [17]. Thus, how much the students' involvement either on or off campus training/job provides increased opportunity for engagement [18, 19], strengthens students' persistence [20, 21] and creates opportunity for transferrable work skills [22]. Additionally, practicum is the most cherished component in the training of student-teachers in practicing the art of teaching in the real context which in way molded them into critical and creative future teachers in the realm of teaching and learning process [23, 24, 25, 26, 27]. This opportunity of the MAPE graduates made them realized that they are indeed teachers. However, the graduates

expressed that students' services of the University such as the use of computers and internet must put into consideration for strong and easy access. Additionally, the amplification of the consultation time of the teachers should be put into consideration because it is the right venue for the students to express their problems and difficulties especially during their practice teaching.

The MAPEH graduates have shown that they are prepared in terms of content specialization knowledge and how to translate it verbally. It is revealed that teachers must possess competence especially in content knowledge since teachers' quality can affect the quality of students in particular [28, 29]. The expertise of the graduates/teachers is crucial in the learning development of the students. Additionally, these qualities must be owned so that we can say that teacher is competent such as moral, praxiological, communication, creative and informative [30] and has dominant technique in the content deliver [31].

Though, the new program of Physical Education of the Philippines has been implemented alongside with the old program, the program is still relevant in term of the contents specifically on the sports related and dance related topics of the program. Hence, teachers need skills in teaching the students to learn but content knowledge is the pre-requisite in developing skills [32]. This being said, the acquisition of the graduates of the sports and dance content knowledge is the fundamental element for them to have the authority to teach PE in a certain institution.

In terms of the professional efficacy of the graduates in terms of career goals is quite high specially that most of them were hired not by applying for the job but they were approached by the employers to work for them. Graduates/Teachers self – efficacy sometimes can be translated on the quality of school you've graduated and the portfolio you've built throughout the school years. Teacher self – efficacy is the perceived ability of the teachers in teaching – learning process, how much their students have grown or developed [33] and determined the teachers' classroom effectiveness [34]. Further, teachers who are more resilient proven to be with high self – efficacy in their teaching responsibilities [35]. Thus, producing effective, committed and enthusiastic teachers, the school must create trainings in developing their self-efficacy [36].

Skills and attitudes of the graduates were extremely high especially on the social interaction's aspects toward others. It is with social interaction that teachers can appreciate the purpose of educational practices [37, 38, 39] and colleagues' discussion augment the capacity of the teachers to reflect on remediation on instructional challenges [40]. Hence, the importance of social interaction is crucial and vital in the teachers' instructional practices [41]. However, some thinks otherwise since sometimes teachers' interactions provide problems in the curriculum enactment practices [42] and hinder teachers' creativity and initiative [43].

In the work experiences of the MAPEH graduates revealed the three (3) emerging themes for them to survive and sustain their career as teachers. Persistence, love of work and open-mindedness are the working values that they have applied in their professional work. One of the many reasons in developing high level of persistence and perseverance

is when there is high level of social support coming either within the university/institution or with the family, friends and mentors [44, 45]. Thus, supporting the increase of social support of the graduates/teachers is the key factor for them to sustain and stay longer in the teaching and changing world. Additionally, being positive and open mindedness of what to come is the best attribute of becoming a teacher. Hence, positive personality especially in teaching can be translated to students' liking and desire [46, 47]. With this being said, having good relationship with students creates a good academic atmosphere wherein loving your work comes in naturally.

5. Conclusions

Indeed, time is changing as well as any curricular programs. Thus, this study concluded that Music, Arts and Physical Education (MAPE) is still relevant even with the existence of the new mandated Physical Education curricular program to the development of the knowledge, skills, attitudes and competencies of the MAPE graduates vis-à-vis to the demand and need of the labour market and of what is expected from them in this changing time. Truly, MAPE curricular program had shaped the life of the graduates ready and competent to face the outside world.

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The author states that there is no conflict of interest.

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