

Ethical Leadership As A Predictor Of Perceived Work Environment And Organizational Commitment: A Survey From School Teachers In Karachi

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Abstract

This research predicted Ethical Leadership from the perspective of Perceive Work Environment and Organizational commitment in the opinion of teachers in Karachi. Literature reported that the concept of Ethical Leadership has never been addressed from the perspective of the Perceived working environment and Organizational Commitment. Recent studies suggested the gap by highlighting the missing relationship b/w Ethical Leadership and the Perceived working environment in school organizations. This survey was conducted on teachers in different schools in Karachi, ranging from Public to private and primary to secondary schools. Under the quantitative paradigm, a regression model was used to predict EL from the perspective of PEW and OC. Out of 600, 560 questionnaires were received, and the participants for the study were chosen using a Simple random technique. A questionnaire was developed for measuring the opinion of teachers regarding EL, PEW, and OC with 33 items on 5 points Likert scale. Data was analyzed using PIS-Sem and SPSS. Findings suggested a positive correlation between EL, PWE, and OC. This research recommends more research on motivational and job satisfaction from the perspective of Ethical Leadership at the school level.

Keywords: Ethical Leadership, school, Perceived work environment, organizational commitment, Teachers.

Introduction

Ethics is the major concern for all the organizations ----- and it has attained heightened heed from scholars and practitioners----. Long term success of the organization requires ongoing and deliberate ethical frame work of mind and practices at work place for prolonged success of organization ----

Ethical leadership is concerned with multiple psychological influence of employees (Nubert et al, 2009) such as cognition , motivation, competence, (Tu et al, 2017) this also effect organizations overall environment.(Mayer et al 2010) According to Multifoci social exchange theory (Hansen et al--), subordinates are affected by leaders in multiple ways within organizations. Leaders behavior work as role model for subordinates (Veveve, 2014).

School leadership is grappling with the significant challenges of promoting ethical values and organizational commitments among the teaching faculty to deal with burnout, disloyalty to the organization, and job retention to remain in the competition.

Due to the teachers' affected dedication and retention in services and unaccepted behavior has risen the importance of ethical leadership. (Bedi et al

work environment, organizational commitment, and ethical Leadership affect the academic performances of teachers across the globe. Jabbar (2022) observed that work environment and ethical leadership practices were correlated with efficiency, effectiveness, and productivity among the teaching faculty of the schools.

In Pakistan, school leadership pressurizes the teachers to produce excellent academic results for students to satisfy the parents. (Sabir, 2021) reported that many schools and their Perceived working environment are not conducive for teachers in Pakistan because the performance is directly correlated with students' academic achievement, parents' satisfaction, and completion of laborious paperwork. This situation refrains teachers from keeping up their capacities and performance parallel with high morale and motivation to retain in service. Dajani (2015) reported that school vision, teachers' empowerment, inspiration and ethical practices of headteachers, and leadership style were positively associated with organizational commitment.

Several studies, such as Ozan (2017), Jenlink (2013), and Toor (2009), discussed the role of organizational commitment and its impact on teachers' performance in the school. These research determined that ethical leadership behaviors of school administrators affected the opinion of teachers. The dilemma involved is

based on organizational culture and teachers' outcomes. A limited literature review revealed a rare work as evidence of the combined framework of Ethical Leadership, Perceived work environment, and organizational commitment. The present study tries to address this gap by investigating through predicting the impact of ethical Leadership on teachers' organizational commitment and their perceived work environment. Leadership is the act of influencing others and the achievement of a mutual target by determining right and wrong (Bloat & Seymen, 2003). This definition of ethical Leadership describes ethical leaders who set rules, not only for followers but for themselves and to create a culture of the organization. The organization of this paper is as follow: The first section is based on Introduction, research question and hypothesis. Second section is based on Literature review. Third section entails Methodology, fourth section Data Analysis and Fifth section, discusses Conclusion, Discussion and Recommendation

Research Questions:

Q1: Is there any relationship between ethical Leadership, Perceived Working Environment, and Organizational Commitment?

Q2: Is there a mediating effect of Perceived work environment on the relationship between Ethical Leadership and Organizational Commitment?

Q3: **Is** there any difference in the opinion of male and female teachers about Ethical Leadership, Perceived Working Environment, and Organizational Commitment?

Q4: Is there any difference in the perception of school teachers in Government, Primary, and NGO?

Research Hypothesis

H₀₁: There is a significant relationship between ethical Leadership, Perceived Working Environment, and Organizational Comment.

H₀₂: There is a mediating effect of Perceived work environment on the relationship between Ethical Leadership and Organizational Commitment.

H₀₃: There is no significant difference in the opinion of male and female teachers about Ethical Leadership, Perceived Working Environment, and Organizational Comment.

$$\mu_{\text{male teachers}} \neq \mu_{\text{female teachers}}$$

H₀₄: There is no significant difference in the perception of schoolteachers in Government, Primary, and NGO.

$$\mu_{\text{Govt Teachers}} \neq \mu_{\text{Private teachers}} = \mu_{\text{NGOs teachers}}$$

Review of the Literature

Ethics is the combination of attributes such as integrity and importantly (Odengo and wang , 2018). Ethics nourish the personality of individual in terms of behavior, dealing with peers,, and tendency of thoughts. It specifically helps in building sincerity, transparency, trust, equality, and honesty among employees at work place. (Sharma et al, 2019) Morality without any conflict is associated with moral reasoning (Gosling, 2003). People's ethical attributes are connected with their customs and laws in the society, the customs and laws in the society (Cowan & yazdan Parast, 2019). Ethical leaders motivate the employees, as they keep up the ethics to demonstrate the organization's outcome to their followers. In this way, leaders can bring change with desirable behavior and adopt ethical practices and values since subordinates reflect the same as they observe and perceive leaders' practices in the organization. (Mayer et al., 2010) This shows that a leader can construct a commitment among his workers and a favorable organizational culture through his ethical

leadership style. (Cress-well, 2006) Ethical Leadership is the custodian of the moral values of any organization (Jabbar, 2022). Ethical leadership is embedded with both transformational and transactional leadership style, (Trevino et al. 2003). According to him, employees should be guided through guidance which should reflect ethics. Brown et al. cited Trevino et al (2003)" that ethical leaders use standard setting, performance appraisal and reward and punishment to uphold ethical practices." Ethical leadership is about reflective attitude, honesty and faith in leadership practices, dedication, adaptiveness, to change, promotion, to socialization and interaction fairness. This style effects on employee's job satisfaction, courage to report problem to top management. (Brown et al 2005). School Leaders play a pivotal role in determining the moral quality of a school and organization by influencing them negatively or positively. Scholars have paid great attention to study the relationship between leaders and followers. Ethical Leadership has been vastly discussed due to the non-workable environment at the workplace and different organizations causing the prevention of trust, commitment, and solidarity, so Ethical Leadership can't be distinct from school in terms of the continuity of a healthy working environment. Censor. et al. (2021). Leadership style and its impacts in the school context have tremendous implications for sustaining the services of teachers (Walker, 2000). Williams (2009) stated that leaders are role models for their employees regarding their dealings.

Any school with an ethical leadership crisis in their behavior may cause moral cynicism and corrode the moral health of the school. (Yasir, 2015) which affects the working environment and teachers' loyalty. Mayer et al. (2009) co-relates the ethical leadership style with the socioemotional exchange. He believes the behavior of school leaders and their way of

getting the work done by teachers affects the working pattern of teachers, and they return the output in the same way, which later adds to the expected outcome.

Smith (2016) reported that the everchanging panorama of Societal nature, political expectations, and school organization have made the role of principal and head teacher quite complex. By employing a wide range of leadership skills, they can direct their team to achieve a common goal and Vision.

Kaya (2022), in his studies on "Teachers' organizational commitment to external and internal stakeholders," has related organization commitment with cognitive traits to rationality due to the deep interaction between members and committed objects. According to Inca (2016), teachers with profound commitment go along with visionary actions, demonstrate an interest in taking the initiative and learning, are observed to be attached to their school and try to serve for more extended periods.

Organizational commitment identifies employees' loyalty to the organization's goals and values and their involvement in the organization through productive efforts (Batugal & Tindowen, 2019; Eliyana, 2018; Gim, Desa & Ramayah, 2015; Shila, 2015). School effectiveness depends on the teaching staff that sincerely commits to their work and school vision. ((Smith, 2016). Teachers retain their job and refrain from withdrawal behavior if they are committed to it (Devos, 2010). Their commitment is the outcome of the school principals' upbeat (Ethical) leadership style. (Hauserman & Stick, 2013). Other factors affecting teachers' commitment (Meriç, 2019), communication structure, and perception of the teaching profession must be considered. (Celep, 2014)

The institutional work environment is employees' shared perceptions about organizational policies,

practices, and procedures. Work climate represents the condition of the organization's working culture. Zeitchik (2012) posited other factors like values, interest in the job, working environment, aspiration level, relationship with colleagues, opportunities at work, and attainment of personal needs. (Devos, 2010) all influencing factors of the working environment.

Job commitment in any organization is possible with job satisfaction, the employees' response while comparing the significant and expected outcomes in specific organizations. (CANSOR1 et al., 2021). Teachers consider job satisfaction a doable course of action for the organization's success. (Puni et al., 2018). Teachers feel empowered through a fair social working environment and treatment by school leaders (Al-Zubi, 2010). Patterns of internal decision-making, levels of salary, achievement distribution, economic application, internal pattern decision-making (ACRs) and their sharing, (Kalay, 2016) participation in policy-making, a workshop for professional development and recognition affect teacher's perception of the working environment and within short time motivate them for working that particular school for a more extended period. They shall be on board for job-related work assignments and show sensitivity to their school's reputation. (Suharto, 2019). Hauserman & Stick (2013) further reported that factors related to job-retention of the teachers and commitment with school was associated to the ethical leadership style of principals. However, other factors such as communication structure, perception of the teaching profession all were mattered to be considered in the perspective of motivation. (Celep, 2014).

Nyiha (2015) considered leaders as great thinkers, persuaders, listeners, and motivators, and getting their subordinates to complete tasks with high zeal is at the heart of good Leadership.

Conceptual Framework

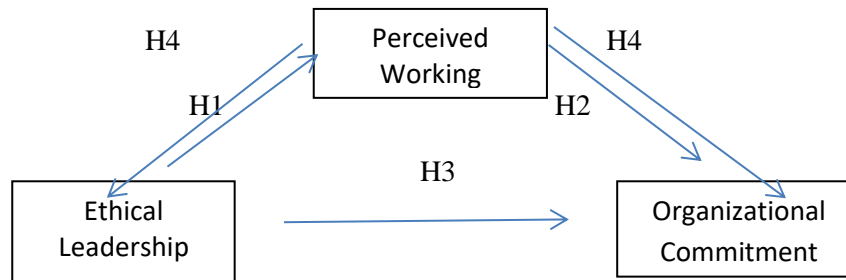


Fig 2: Conceptual Model

Methodology

This quantitative research measured the opinion of in-service teachers from public, private, and NGO schools in Karachi about Ethical Leadership as an independent variable whereas organizational commitment and work environment as dependent variables. The survey was conducted in District East, South, and Central Karachi. A questionnaire was designed bearing 33 items related to Ethical Leadership, Perceived Working Environment, and Organizational Commitment against 5-point Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The population of the study was teaching faculty of government, private, and NGO schools at the Primary and Secondary levels in Karachi. Six

hundred and Fifty questionnaires were distributed among the teachers. Five hundred and eighty questionnaires were received. The finding of this study is based on 560 respondents, selected as a sample of the survey through a simple random sampling technique. The content and face validity were ensured through peer review and expert opinion, whereas the Reliability of the questionnaire was assessed using Cronbach's Alpha (Alfarazi, 2017). The result of the Reliability was > 0.9 . The data was fed into SPSS and Smart PLS for further statistical treatment and findings. To answer the first question of the study PLS-SEM has been used to answer the Q2 and Q3 SPSS data analysis tool has been used in the study. This research obliged all ethical principles.

Descriptive Statistics

Variables	N	M	SD
Ethical Leadership	561	3.73	0.637
Perceived Work Environment	561	3.48	0.778
Organizational Commitment	561	3.92	0.5

The mean of the statement related to ethical Leadership presented by the schoolteachers was (M=3.73, SD=0.63), related to the Perceived working environment (M=3.48, SD=0.77) and

Organizational Commitment (M=3.92, SD=0.5). Findings suggest that teachers in school are

Reliability

moderately satisfied with ethical leadership practices, working environment, and organizational commitment.

Measurement Model

To represent the Measurement model, Internal

than 0.5 (Hair et al.) and assessed the Reliability

Constructs	Alpha	C R	(AVE)
Ethical Leadership	0.91	0.91	0.505
Perceived Working Environment	0.919	0.932	0.554
Organizational Commitment	0.842	0.883	0.558

Consistency and validity were examined through alpha Coefficient (α), which should be greater than 0.7 (Chin,2010), and AVE should be greater

and validity was greater than the threshold values. Hence the internal consistency and Reliability were acceptable.

CONSTRUCT	EL	OC	PWE
Ethical Leadership	0.708		
Organizational Commitment	0.509	0.724	
Perceived Working Environment	0.551	0.443	0.744

Discriminant Validity

For computing the Discriminant validity, Fornell Larker-Criterion was used (Fornell & Larcker,

1981). In Cornet Larcker, the square root (AVE) value should be greater than its co-relationship with another construct. (Ahlemann, 2010). In this table, the value of each construct is higher than other constructs, which proves that the Discriminant validity is established.

Table 3: Fornel Larkel Criterion

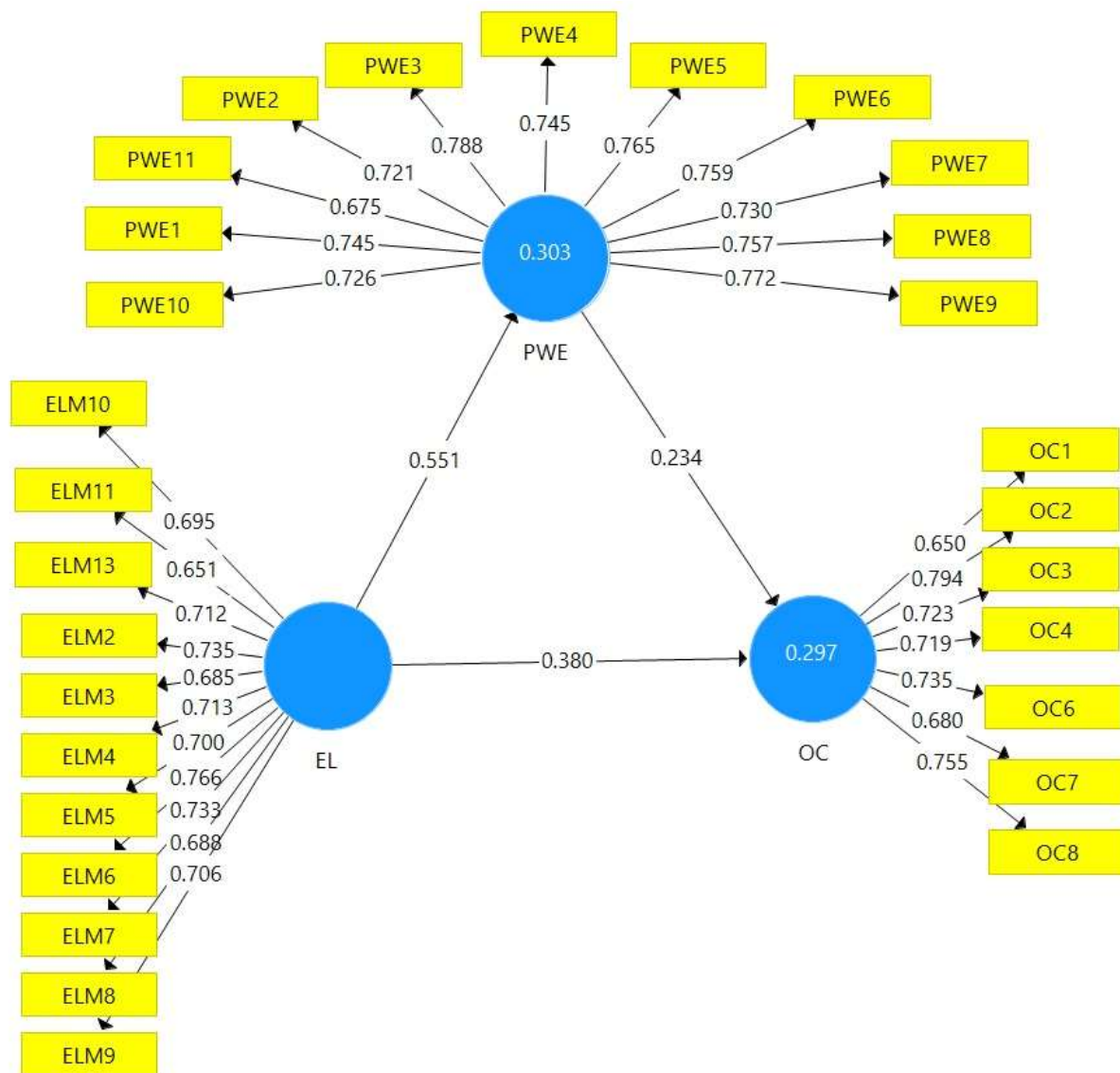


Figure 2: Measurement Model

Structural Model

The formulated hypotheses of the research are tested in the structural model that indicates the causal relationships, path coefficient, and the

specific indirect effect (Selya et al. 2013) through which the t-value required to be greater than 1.96 and p-value that should be less than 0.05(Hair et al., 2011)

Construct	Beta	SD	T Value	P	Decision
EL>OC	0.38	0.053	7.151	0	Accepted
EL>PWE	0.551	0.037	14.763	0	Accepted
PWE>OC	0.234	0.054	4.35	0	Accepted

Table 4: Structure model assessment Path Coefficient (Direct Effect)

The results show the significant effect of ethical Leadership on Organizational Commitment and Perceived working environment. The derived T values (7.15, 14.7, and 4.3) and p-value (0) of the

three constructs suggest that decisions are accepted, and Ethical Leadership has a significant impact on the perceived working environment.

Construct	Beta	SD	T Value	P	Decision
EL>PWE>OC>	0.129	0.034	3.77	0	Accepted

Table 5: Structure model assessment Specific Direct Effect (Mediating Effect)

The results show the significant mediating effect of Perceived working environment on Ethical Leadership on Organizational Commitment. The derived T Value (3.77) and p-value (0) of the

construct suggest that decisions are accepted. There is a significant mediating effect of the Perceived working environment on EL and OC.

RELATIONSHIP	F ²	Decision
PWE-->OC	0.05	weak
EL-->OC	0.15	moderate
EL-->PWE	0.44	strong

Table 6: Effect Size f²

The impact of a specific exogenous construct on an endogenous construct (Gim, Dera & Ramayah, 2015, Hair et al., 2014) can be assessed by effect size f². The effect size of f² understands the

position of a specific correlation (Gim et al., 2015). The values of f² are 0.15, 0.05, and 0.44. show weak, moderate, and Strong relationships.

Group Statistics of Ethical Leadership Model, Perceived Working Environment and Organizational Commitment Concerning Gender

	Gender	N	M	SD	SEM
ELM	Male	168	3.83	.565	.044
	Female	393	3.69	.662	.033
PWE	Male	168	3.44	.686	.053
	Female	393	3.50	.814	.041
OC	Male	168	3.88	.504	.039
	Female	393	3.93	.632	.032

Table 6: Opinions of male and Female

The variables ELM male (M = 3.83, SD=0.565) and for female (M=3.69, SD=0.662). In a way, t (559) = (2.337) where P= 0.020 < 0.05. Hence null hypothesis is rejected. There is a significant difference in the opinion of males and females regarding ELM. For the variable PWE male (M=3.44, STD= 0.686) and female (M=3.50,

STD = 0.814). In a way, t (599) = (-0.864) where P= 0.388 > 0.05. Hence null hypothesis is accepted. It concluded that there is no significant difference between the opinion of males and females about PWE. For the variable OC male (M=3.88, STD= 0.504) and female (M=3.93, STD = 0.632). In a way, t (599) = (-0.987) where

$P = 0.324 > 0.05$. Hence, the null hypothesis is accepted, and it's concluded that there is no

significant difference between the opinion of males and females about OC.

Group Statistics of Ethical Leadership Model, Perceived Working Environment, and Organizational Commitment Concerning Sector

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ELM	Government	124	3.64	.647	.058	3.52	3.75	2	5
	Private	234	3.70	.643	.042	3.61	3.78	1	5
	NGO	203	3.83	.615	.043	3.74	3.91	2	5
	Total	561	3.73	.637	.027	3.68	3.78	1	5
PWE	Government	124	3.44	.709	.064	3.31	3.56	1	5
	Private	234	3.53	.765	.050	3.44	3.63	1	5
	NGO	203	3.44	.831	.058	3.33	3.56	1	5
	Total	561	3.48	.778	.033	3.42	3.55	1	5
OC	Government	124	3.89	.572	.051	3.79	3.99	2	5
	Private	234	3.91	.594	.039	3.84	3.99	2	5
	NGO	203	3.93	.617	.043	3.85	4.02	3	5
	Total	561	3.92	.57	.025	3.87	3.97	2	5

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	3.309	2	1.654	4.117	.017
ELM	Within Groups	224.235	558	.402		
	Total	227.544	560			
	Between Groups	1.190	2	.595	.983	.375
PWE	Within Groups	337.495	558	.605		
	Total	338.684	560			
	Between Groups	.140	2	.070	.196	.822
OC	Within Groups	199.323	558	.357		
	Total	199.463	560			

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Sector	(J) Sector	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
ELM	Government	Private	-.059	.070	.680	-.22	.11
		NGO	-.191*	.072	.023	-.36	-.02
	Private	Government	.059	.070	.680	-.11	.22
		NGO	-.132	.061	.076	-.28	.01

PWE	NGO	Government	.191*	.072	.023	.02	.36
		Private	.132	.061	.076	-.01	.28
	Government	Private	-.098	.086	.493	-.30	.10
		NGO	-.008	.089	.996	-.22	.20
	Private	Government	.098	.086	.493	-.10	.30
		NGO	.090	.075	.448	-.09	.27
OC	NGO	Government	.008	.089	.996	-.20	.22
		Private	-.090	.075	.448	-.27	.09
	Government	Private	-.019	.066	.957	-.17	.14
		NGO	-.042	.068	.814	-.20	.12
	Private	Government	.019	.066	.957	-.14	.17
		NGO	-.023	.057	.916	-.16	.11
NGO	Government	.042	.068	.814	-.12	.20	
	Private	.023	.057	.916	-.11	.16	

A one-way between-subjects ANOVA was conducted to compare the effects of Ethical

Leadership on Organizational Commitment and the perceived working environment. There was a significant effect of Ethical Leadership on Organizational Commitment and Perceived working Environment at the $p < .05$ level for the three groups. [$F(2, 558) = 4.117, P = 0.001$]. Post Hoc comparisons using the Tukey HSD test indicated that the mean score for the EL ($M = 0.059, SD = 0.070$) does not differ significantly in private and Government. Still, there is a significant difference in the Mean score at NGOs ($M = 0.19, SD = 0.07$). The mean score for

the PWE ($M = 0.09, SD = 0.086$) does not differ significantly in private and Government, but there is a significant difference in the Mean score at NGOs ($M = 0.008, SD = 0.089$). The mean score for the OC ($M = 0.19, SD = 0.066$) does not differ significantly in private and Government, but there is a significant difference in the Mean score at NGOs ($M = 0.42, SD = 0.068$). These results suggest that Ethical Leadership does not affect the organizational commitment and Perceived working Environment, but Ethical leadership practices have a high effect on NGOs.

Discussion and Conclusion

This paper aims to determine the role of Ethical Leadership and its impact on organizational commitment and the Perceived working environment. Leadership is a task as well as a process. Leadership is a process it goes through multiple stages and includes several verticals to align people from top to bottom management, including communication to monitoring and evaluation as well as horizontal tasks who engage in whole administrative tasks. According to Peter Ducker (1985), the employees in an organization must visualize from a higher angle. For that, higher standards are to be set by raising the performance of personnel engaged away from its normal boundaries. Williams (2009) stated that leaders are role models for their employees in terms of their dealings, and Ethical Leadership is the custodian of the moral values of any organization. (Creswell, 2006) Is there any relationship between ethical Leadership, Perceived Working Environment, and Organizational Commitment? Ethical leaders motivate the employees, as they keep up the ethics to demonstrate the organization's outcome to their followers. By showing these ethical practices, they can bring change with desirable behavior and adopt ethical practices and values since subordinates reflect the same as they observe and perceive leaders' practices in the organization. (Mayer et al., 2010) A leader is a role model who can construct a commitment among his workers and a favorable organizational culture through his ethical leadership style. (Creswell, 2006). Leaders the execution of the plan and achievement of its objectives need employees' psychometric Organizational commitment to identify employees' loyalty to the organization's goals and values and their involvement in the organization through productive efforts (Baluga & Tindowen, 2019; Eliyana, 2018; Gim, Desa & Ramayah, 2015; Shila, 2015). School effectiveness depends on the teaching staff that sincerely commits to their

work and school vision. ((Smith, 2016). Teachers retain their job and refrain from withdrawal behavior if they are committed to it (Devos, 2010). Their commitment results from the school principals' upbeat (Ethical) leadership style. (Hauserman & Stick, 2013). Other factors affecting teachers' commitment (Meriç, 2019), communication structure, and perception of the teaching profession must be considered. (Celep, 2014) Is there a mediating effect of Perceived work environment on the relationship between Ethical Leadership and Organizational Commitment?

The institutional work environment is employees' shared perceptions about organizational policies, practices, and procedures. Work climate represents the condition of the organization's working culture. Zeitchik (2012) posited other factors like values, interest in the job, working environment, aspiration level, relationship with colleagues, opportunities at work, and attainment of personal needs. (Devos, 2010) all influencing factors of the working environment. The mediating effect results from 3.7 of the T value and 0 at the P value suggest that the work environment motivates organizational employees. Studies confirmed that the working environment allows employees to work peacefully in a conducive environment as they feel secure, and Heads/principals recognize their work. Employees prefer to work where they are safe, have grown, and are assisted in goal attainment. This process goes through the provision of requirements and encouragement for the ability. ---this contributes to the high performance of the employee. Teachers in Govt, Private, and NGO schools highly regard the working environment as results show that the working environment mediates between ethical Leadership and organizational commitment. Most teachers were "neutral" about "I would prefer to work for school for the next 10 years." This statement and its result show that teachers working currently in their workplace can switch

to another if they do not receive the same conducive working environment. Teachers prefer mental peace over tangible rewards. The teacher marked "agree" to the item "My Head Teacher delegates authorities with his/her teachers." Teachers' and employees' feelings of being valued promote their self-esteem. Usually, employees, to give their maximum, prefer to work where they can contribute and show their creativity. Ethical Leadership, for its characteristics, attracts employees and helps in their job retention in their services. Participants also "agree" on the item. My head teacher is a relationship-oriented person. To develop a conducive working environment, social networking, and collaboration help in creativity and novel ideas for solving problems. Employees' working relationships can benefit the organization directly and indirectly by promoting the socialization of employees. Is there any difference in the opinion of male and female teachers about Ethical Leadership, Perceived Working Environment, and Organizational Commitment? Ethical leadership styles affect both male and female teachers in the same manner, and so their perception, so the results do not reveal any difference of opinion related to Ethical Leadership, Perceived working Environment, and Organizational Commitment. Teachers perceive the working environment the same way as those of the opposite gender.

Implications of Study

This research attempts to add to the literature on the impact of teachers' job retention factor at the school level. The distinctive conceptual framework based on the Organizational Commitment and Perceived working Environment as a dependent variable contributed to this research study. On the methodological side, partial least structural equation Modeling techniques are used to assess the Psychometric properties of each construct, i.e., Ethical Leadership, Organizational Commitment, and

Perceived working environment in terms of item indicator and composite Reliability as well as construct validity. This research will prove to be helpful for school leaders of all (Private, Public, and NGOs) to take on the innovative and versatile leading style to keep up teacher's morale, loyalty, and job commitment and produce a favorable working environment.

Recommendations.

The study has recommended developing training programs for teachers for all educational stages based on the principles and practices of ethical Leadership among teachers. More Study on perspective and self-reflective practices of Headmistress/Principal can help in understanding the level of understanding of leader.

More studies are recommended to be conducted on ethical Leadership and the degree of its practice in the elementary and preparatory educational stages. Also studies should be conducted on about ethical Leadership and its relationship to other variables such as job satisfaction.

Motivating teachers who use effective methods in promoting values and honest character among their students should be rewarded with moral and financial incentives

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