

Impact of Teacher Competency and Teaching Methods on Clothing and Textiles Learning among Home Economics Students in Colleges of Education in Delta and Anambra States, Nigeria

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ABSTRACT

Objective: This study investigates the impact of teacher competency and teaching methods on Clothing and Textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States, Nigeria. It also explores potential regional disparities in teacher training and resource allocation. **Method:** The study adopted a census approach, utilizing the entire population of 361 Home Economics students across selected institutions. Data were collected through structured questionnaires. Descriptive statistics (mean and standard deviation) were used for data analysis, while hypotheses were tested using the Pearson Product Moment Correlation at a 0.05 significance level. **Result:** The findings revealed a significant relationship between teachers' competence and students' subject preference. Additionally, a significant relationship was found between the teaching methods adopted and student learning in Clothing and Textiles. **Conclusion:** The results indicate that teacher competency and the teaching methods significantly affect students' engagement and learning outcomes in Clothing and Textiles. **Contribution:** The study offers valuable insights for educators, policymakers, and academic administrators seeking to improve the quality of Home Economics education. It recommends the engagement of qualified personnel and the adoption of effective methodologies to enhance teaching and learning in the subject area.

KEY WORDS

Impact, Teacher competency, Teaching methods, Clothing and textiles, Learning, Home Economics

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1. INTRODUCTION

The sphere of Home Economics education encompasses a diverse array of subjects, with Clothing and textiles standing out as pivotal components that bridge theoretical knowledge and practical application. In the educational landscape, the impact of teacher competency and teaching methods on the learning experiences of Home Economics students, particularly in the domain of Clothing and textiles, has garnered significant attention. Anyakoha (2007); Arubayi (2021) defined Home Economics as a broad field of study, which teaches people how to manage themselves, their resources and household as a significant area of knowledge. It deals with the management of material and non-material resources in the family. It also prepares people to use what they have in creative ways, in order to get what they need. Home Economics Education at all levels aims at improving and educating individuals for family living (Taar & Palojoki, 2022). The greatness of any nation is dependent on the happiness, health and comfort of its families.

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This however, makes Home Economics a very important subject, as it seeks to help the individual, the home, family, and the community in general to build a strong self-reliant society. Home Economics is relevant to the community and nation in developing necessary competencies for effective living. Mostly, it generates knowledge, skills, abilities and attitude needed for economic empowerment through skill acquisition for productive living (Azonuche, 2015; Abamba et al., 2022; Escobar, 2023).

For this purpose of teaching Home Economics to be achieved, Beinert et al., (2020), recommended amongst others that one of the goals of teaching Home Economics in the Teacher Training Colleges and Tertiary Institutions is to produce professionally qualified teachers who are competent to teach Home Economics in schools. From all indication, Home Economics programme is well packaged to produce in the teachers the skills and abilities, in all aspect of the field of knowledge to competently impact students in schools. Azonuche (2020), added that Home Economics education is engaged in the business world and aims at raising the standard of living of individuals in the society, as it equip individuals with various relevant skills for self-employment. Teacher's primary role of transmission of knowledge and skills is never in dispute; therefore, a teacher would need to demonstrate efficiency in this primary role. Azonuche (2021) opined that there is deficiency and poor academic performance of students and this could be attributed to lack of teacher's competence and learning resources in our class rooms, some teachers teaching in schools are not professional teachers.

Teacher competency serves as the bedrock upon which the edifice of effective education is constructed. Teacher competency is the amalgamation of skills, knowledge, and qualities that enable educators to deliver effective and impactful instruction. In the realm of Home Economics, teacher competency extends beyond subject expertise to include communication, classroom management, and a practical orientation (Puspitaningtyas & Jasmina, 2023). Proficient educators possess specialized skills that bridge theoretical knowledge with real-world application, fostering a holistic learning experience. Their adaptability in selecting suitable teaching methods tailored to diverse student needs is crucial. Teacher competency is the cornerstone for creating an enriching educational environment, ensuring students in fields like Clothing and textiles receive a well-rounded and applicable education (Záhorec et al., 2021). Within the context of Home Economics, the proficiency of educators extends beyond possessing a sound understanding of the subject matter. It encompasses a holistic set of competencies that include effective communication, classroom management, and the ability to create an environment conducive to learning (Zhou et al., 2023). Their hands-on expertise not only imparts theoretical knowledge but also instills a sense of practical relevance, bridging the gap between classroom learning and real-world application.

Teaching methods emerge as a dynamic force in shaping the learning landscape for Home Economics students, particularly in the domain of Clothing and textiles. Teaching methods in Home Economics involve diverse approaches to impart knowledge and skills effectively (Sofi-Karim et al., 2023). From demonstrations and practical experiences in laboratories to the use of auditory and visual aids, these methods cater to varied learning styles. Adaptability is key as teachers select appropriate strategies, fostering engagement and understanding. The dynamic integration of teaching methodologies enhances the learning environment, ensuring that students, particularly in subjects like Clothing and textiles, receive a comprehensive and engaging education (Isa et al., 2020). Effective teaching methods bridge theory and application, equipping students with practical skills essential for success in their chosen field. The adaptability of teachers in selecting methods tailored to the specific concept being taught and the unique characteristics of their students emerge as a crucial factor in fostering a well-rounded education in clothing and textiles (Mpofu et al., 2023).

Bashorun et al., (2022) noted that in Nigerian schools, Clothing and textiles are taught peripherally without serious effect on the part of the teacher to make the students proficient in the course. This could be due to lack of teachers who are competent to teach the subject. There are also assumptions that some teachers who teach Clothing and textiles are not knowledgeable and proficient in practical skills. As a result of this, students may lose interest in the subject or not take the subject seriously (Marcketti & Gordon, 2022). A teacher is supposed to be more knowledgeable than the students she is teaching, so that when brilliant students in class ask questions, the teacher will not find it difficult to answer them. The professional Home Economics teacher is expected to possess certain competencies both professional and personal. Professional competence are both academic and pedagogical, academic competencies are the teachers knowledge of his subject, pedagogical competence is the art of teaching the subject, observing such principles as teaching the subject, teaching from known to unknown, simple to complex and concrete to abstract (Obiana et al., 2022). Teaching and learning are processes which are continuous in nature. The learner can sometimes become a teacher since he also influences the behavior of the teacher. Nwosu et al., (2022) stated that methodology is what the professional teacher utilizes to maximize student learning and gain skills in a

variety of teaching methods. It is a fundamental part of the education of teachers. Every good teacher must know various methods to use at different class situations (Okolie et al., 2021).

Teaching methods should be used as the teachers deem fit to assist the process of teaching thereby motivating and stimulating students' interest in the subject. Some determining factors for selecting a teaching methods include the student interest and background knowledge, as well as their environment and learning abilities (Olatunde-Aiyedun & Ogunode, 2021). Teachers also help their students learn with various learning aids such as auditory and visuals. Teaching methods are different principles and methods that are used to instruct students in a learning environment. The method used by a teacher will depend on the skill or information the teacher would like to convey to the students. Some of the common teaching methods are demonstration, practical experiences in the laboratories among others (Ewunonu & Makata, 2023). While these teaching methods are widely used, every instructor is expected to select and utilize appropriate method for the concept taught. Teachers must be flexible in their method and often adjust their style of teaching to accommodate their students. Efficient teaching methods are essential tools that can help students achieve success in the classroom (Obielodan et al., 2021). Each student has different personalities and learning abilities.

The motivation for the study on the impact of teacher competency and teaching methods on clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra states stems from the critical role this field plays in shaping the practical skills and knowledge of students. Home Economics, particularly the major domain of Clothing and textiles, is an integral aspect of education that equips students with essential life skills, fosters creativity, and contributes to economic empowerment. Several gaps in the existing literature have spurred the need for an in-depth exploration of this topic. Firstly, there is a dearth of comprehensive studies that specifically investigate the influence of teacher competency on clothing and textiles learning in the context of Home Economics within the Nigerian educational system. While general studies on Home Economics education exist (Azonuche, 2020; Worsley et al., 2016; Haapaniemi et al., 2019), few have delved into the nuanced impact of teacher competency on specific subject areas like clothing and textiles. For instance, Beinert et al., (2020) asserts that Home Economics, including Clothing and textiles, is often taught peripherally in Nigerian schools, indicating a potential deficiency in the focus and impact of educators in this field. This observation points to a crucial gap in understanding how teacher competency specifically influences the depth and proficiency of Clothing and textiles learning. Further, the work of Escobar (2023) underscores the need for emphasis on training and retraining of Home Economics teachers to enhance practical skills. However, the specific link between these competencies and student outcomes in Clothing and textiles remains underexplored. Secondly, the study is motivated by the need to address the lacuna in research regarding the diverse teaching methods employed in the instruction of Clothing and textiles. While studies on teaching methods in general exist (Ewunonu & Makata, 2023; Olatunde-Aiyedun & Ogunode, 2021), there is still limited exploration of the applicability and effectiveness of these methods in the context of Clothing and textiles learning. A comprehensive understanding of how various teaching methodologies impact students' comprehension, engagement, and practical skills acquisition in this specific domain is lacking.

Mpofu et al., (2023) emphasize the inadequate supply of qualified and experienced Home Economics teachers. This shortage not only points to potential challenges in teacher competency but also raises questions about the diversity of teaching methods employed (Záhorec et al., 2021). The scarcity of well-qualified educators may limit the variety of instructional approaches, hindering the development of a vibrant and dynamic learning environment specifically tailored to Clothing and textiles. Furthermore, the comparative aspect of the study, focusing on Delta and Anambra states, adds a layer of complexity and significance. Regional nuances in educational practices, teacher training, and resource allocation may contribute to variations in the impact of teacher competency and teaching methods. Exploring these regional disparities can provide insights into potential contextual factors that influence the effectiveness of educators and instructional strategies. Therefore, the study sought to determine how teacher competency and teaching methods influence Clothing and textiles learning among Home Economics students in Colleges of Education

- 1.1 Research Questions. This study was guided by the following research questions: (1) How does teacher competency influence Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States?; (2) How does teaching methods adopted influence Clothing and textiles learning among Home Economics students in College of Education in Delta and Anambra States?
- 1.2 Research Hypotheses. The following hypotheses will be tested at 0.05 level of significance (1) There is no significant relationship between teachers' competence and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States; (2) There is no significant relationship

between teaching methods and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States

2. METHOD

2.1 Research Design

Utilizing a descriptive survey approach, this research focuses on 361 Home Economics students distributed across various Colleges of Education in Delta State. The institutions involved are the College of Education Warri, College of Physical and Health Education Mosogar, and Federal College of Education (Technical) Asaba. While Insitutions in Anambra State include Nwafor Orizu College of Education, Nsugbe, Federal College of Education, Umunze.

2.2 Research Object

Instead employing a sampling technique, the entire population of 361 students was deemed manageable for the study. The distribution of Home Economics students among the institutions is as follows: 90 students in the College of Education Warri, 83 students in the College of Physical and Health Education Mosogar, 88 students in the Federal College of Education Technical Asaba, 60 students in Nwafor Orizu College of Education, Nsugbe, and 40 Federal College of Education, Umunze.. Consequently, the total number of Home Economics students across these institutions sums up to 361.

2.3 Data Collection

To collect data, a structured questionnaire titled "Subject Area Preference of the Students in Colleges of Education" was employed. The questionnaire consists of two sections: Section A, capturing demographic data, and Section B, containing 13 items derived from the study's purpose and literature review. Respondents used a four-point rating scale: Strongly Agreed (SA) = 1, Agreed (A) = 2, Disagreed (D) = 3, and Strongly Disagreed (SD) = 4. The research instrument underwent validation by three experts in Home Economics, and Measurement and Evaluation and Their feedback led to necessary corrections, ensuring the instrument's validity. Additionally, a pilot test involving 20 Home Economics students at Federal College of Education, Ekiadolor, Edo State, established a reliability coefficient of 0.78 using Cronbach's alpha method. Administered by the researcher and three assistants, the 361 questionnaires were promptly filled and returned. The study spanned a year and three months.

2.4 Data Analysis

Mean and standard deviation were employed in data analysis to address research questions and assess the homogeneity of respondents' mean ratings. A mean score of 2.50 and above indicated Strongly Agreed, while a mean below 2.50 signified Strongly Disagreed. Hypotheses were tested using the Pearson product-moment correlation statistics at a 0.05 level of significance. The statistical tools employed for answering research questions were mean and standard deviation. Hypotheses were analyzed with Pearson Product Moment Correlation at 0.05 level Of significance.

3. RESULT AND DISCUSSION

3.1 Result

Research question 1: How does teacher competency influence Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States?

Table 1. Mean rating of the influence of teacher competency Clothing and textiles learning among Home Economics students in Colleges of Education.

S/N	Items	Mean (\bar{X})	SD	Decision
1.	Teacher’s educational qualification can influence clothing and textiles learning of students in Home Economics	2.92	1.072	Agreed
2.	Teacher mastery of the subject matter has influence on my learning Clothing and textiles	2.56	1.050	Agreed
3.	Teacher’s specialized skill in Home Economics has influence on my learning Clothing and textiles	3.51	.501	Agreed

S/N	Items	Mean (\bar{X})	SD	Decision
4.	Teachers who undergo training and retraining programmes has influence on my learning Clothing and textiles	2.55	1.034	Agreed
5.	Qualified academic personnel in any of the three major area have influence in my Clothing and textiles learning	3.51	.501	Agreed
6.	Experienced academic personnel has influence on my Clothing and textiles learning in Home economics	3.44	.562	Agreed
7.	Teachers who has patience with the students have influence on my learning Clothing and textiles	3.44	.527	Agreed
8.	Teachers who area practical oriented have influenced my learning Clothing and textiles	3.41	.572	Agreed
9.	Teachers who teach Home Economics with passion have influenced my learning Clothing and textiles	3.35	.659	Agreed

Result in table 1 showed that teachers specialized skill in Home Economics and qualified academic personnel in any of the three major areas rated highest with mean rating of 3.51 respectively, followed by experienced academic personal and teachers who are patience with students respectively with mean rating of 3.44. Teachers who undergo training and retraining programmer rated the least with the mean rating of 2.55. The items were accepted because their mean values was above 2.50. This implies that teacher competence influence Clothing and textiles learning of students in Home Economics in Colleges of Education in Delta and Anambra states.

Research question 2: How does teaching methods adopted influence Clothing and textiles learning among Home Economics students in College of Education in Delta and Anambra States?

Table 2. Mean rating of the teaching methods adopted influence Clothing and textiles learning among Home Economics students in College of Education

S/N	Items	Mean (\bar{X})	SD	Decision
1.	The use of appropriate methodologies in teaching in the class have influence on my learning Clothing and textiles	3.52	.643	Agreed
2.	Adequate use of instructional materials for the teaching method by the teacher has influence on my learning Clothing and textiles	3.54	.613	Agreed
3.	Fair assessment of examination has influence on my learning Clothing and textiles	3.42	.535	Agreed
4.	Exhibition of the finished practical products have influence on my learning Clothing and textiles in Home Economics students in tertiary institution.	3.40	.730	Agreed
5.	Field trip to relevant industries have influence on my learning Clothing and textiles	3.46	.554	Agreed
6.	Gamified learning influences my preference for Clothing and textiles	3.30	.621	Agreed
7.	Project based method influences my preference for Clothing and textiles	3.35	.543	Agreed
8.	Practical demonstration classes have influence on my learning Clothing and textiles	3.26	.743	Agreed

Result in Table 2 showed that the respondents accept all the items because the mean was between 3.26 – 3/56 which were above 2.50 used as the benchmark. Adequate use of instructional materials for the teaching method, rated the highest with mean of 3.54 and the use of appropriate methodologies in teaching performance in class rated the least of 3.52., Field trip to relevant industries had mean of 3.46,This therefore means that all teaching methods adopted influence student’s Clothing and textiles learning in Home Economics.

Hypothesis 1. There is no significant relationship between teachers’ competence and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States

Table 3. Pearson Product Moment Correlation of the relationship between teachers’ competence and Clothing and textiles learning among Home Economics students in Colleges of Education

Variables	N	Pearson (r)	Sig (p-value)	Decision
Teachers’ competence	361		.000	
Clothing and textiles	361	.269		Significant

α = .05

Table 3 showed Pearson Product Moment Correlation between teachers’ competence and Clothing and textiles learning among Home Economics students. It showed a correlation value (r) = 269 and a p-value of .000. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers’ competence and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra States.

Hypothesis 2. There is no significant relationship between teaching method and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra State.

Table 4. Pearson Product Moment Correlation of the relationship between teaching methods and Clothing and textiles learning among Home Economics students in Colleges of Education

Variables	N	Pearson (r)	Sig (p-value)	Decision
Teaching methods	361	.296	.000	Significant
Clothing and textiles	361			

α = .05

Table 4 showed Pearson Product Moment Correlation between teachers’ teaching methods and Clothing and textiles learning among Home Economics student. It showed a correlation value (r) = .296 and a p-value of .000. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between teachers’ competence and Clothing and textiles learning among Home Economics in Colleges of Education in Delta and Anambra states.

3.2. Discussion

Findings of the investigation into the influence of teacher competency and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra states showed compelling evidence supporting the pivotal role played by teachers in shaping students' learning, knowledge and skill acquisition. The findings of this study align with the observations made by Obielodan et al., (2021), who emphasized the peripheral teaching of Home Economics in Nigerian schools, underscoring the need for a more profound impact on students' proficiency in the subject. Obielodan's perspective is particularly relevant in the context of the current study, emphasizing the crucial role played by teachers in determining the level of proficiency achieved by students in Home Economics. The lack of teachers who can effectively impart on the subject might be a contributing factor to the peripheral nature of its teaching, as identified by Obielodan et al.. This assertion reinforces the significance of teacher competency in influencing students' Clothing and textiles learning in Colleges of Education, as observed in the present study.

Moreover, Haapaniemi et al., (2019) advocates for a strategic focus on training and retraining programs for Home Economics teachers, highlighting the need for these educators to continually enhance their practical skills. This recommendation resonates with the current study's findings, emphasizing that teacher competency goes beyond theoretical knowledge and extends to the acquisition of practical skills. The incorporation of practical skills through effective training and retraining programs could potentially address the observed deficiency in Home Economics education, leading to increased competence among teachers. Additionally, the insights provided by Worsley et al., (2016) further reinforce the importance of continuous knowledge updating for Home Economics teachers, especially in the face of rapid technological changes. Worsley et al’s assertion aligns seamlessly with the cur-rent study, emphasizing the dynamic nature of Home Economics and the necessity for teachers to stay abreast of evolving trends. This ongoing professional development ensures that Home Economics teachers remain well-

equipped to provide relevant and up-to-date knowledge to their students, thereby fostering a conducive environment for the learning of Clothing and textiles.

Further finding established influence and significant relationship between teaching methods and Clothing and textiles learning among Home Economics students' education within Colleges of Education in Delta and Anambra states underscores the critical role that instructional approaches play in shaping students' academic inclinations. This finding resonates with the insights provided by [Ewunonu and Makata \(2023\)](#), who asserts that effective teaching methods are an essential component of being a proficient teacher. Ewunonu and Makata emphasized that teaching methods serve as the vehicle through which a lesson is delivered, representing the stylistic choices employed by teachers to impart knowledge and skills to learners. The concept of teaching methods as pivotal influencers on Clothing and textile aligns with the broader understanding that instructional strategies are not just tools for content delivery but also instrumental in engaging and motivating students ([Olatunde-Aiyedun & Ogunode, 2021](#)). Acknowledging this, [Mpofu et al., \(2023\)](#) have highlighted the unfortunate reality of an insufficient supply of qualified and experienced Home Economics teachers. The scarcity of well-qualified educators in the field is compounded by a declining interest in Home Economics as a subject of study at the university level.

The observed shortage of qualified and experienced Home Economics teachers, as noted by Mpofu, raises concerns about the overall quality of education in the subject. This situation may contribute to a lack of diversity in teaching methods, hindering the development of a vibrant and dynamic learning environment. Consequently, students may not be exposed to a rich variety of teaching methodologies ([Beinert et al., 2020](#)), limiting their engagement and potentially influencing their preference for Clothing and textiles. In addressing the challenges highlighted, there is a pressing need for proactive measures to attract more individuals to study Home Economics in universities. Initiatives such as targeted awareness campaigns, scholarship programs, and advocacy for the importance of Home Economics education can contribute to reversing the declining trend in student interest and area preference ([Escobar, 2023](#)). Additionally, efforts should be made to enhance the professional development of existing Home Economics teachers, ensuring that they possess the necessary qualifications and skills to employ a diverse range of effective teaching methods.

4. RESEARCH IMPLICATIONS

The implications of this research contribute as a reference and source of knowledge in the field of Clothing and textiles learning among Home Economics students about influence of teacher competency and Clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra states showed compelling evidence supporting the pivotal role played by teachers in shaping students' learning, knowledge and skill acquisition.

5. FUTURE RESEARCH DIRECTIONS

Based on findings it recommended that:

- 5.1 Effort should be made to train and retrain teachers in the methodologies of teaching and learning of Clothing and textiles in Home Economics to enhance teachers' competence.
- 5.2 There should be adequate provision of instructional materials for the teaching of Clothing and textiles in Home Economics in Colleges of Education.
- 5.3 Qualified personnel who have mastery of Clothing and textiles should only be engaged in the teaching and learning process to impart the learners efficiently.

6. CONCLUSION

In conclusion, this study has shed light on the critical factors influencing clothing and textiles learning among Home Economics students in Colleges of Education in Delta and Anambra states. The examination of teacher competency and teaching methods has provided valuable insights into the dynamics of Home Economics education in these regions. The findings indicate that teacher competency plays a pivotal role in shaping students' proficiency and interest in clothing and textiles. The observations align with existing literature, emphasizing the need for educators to possess a comprehensive set of competencies, both academic and pedagogical, to effectively transmit knowledge and skills in Home Economics. The study affirms the significance of teachers' specialized skills, experience, and practical orientation in fostering a positive impact on students' preferences for Clothing and textiles.

Furthermore, the study underscores the crucial influence of teaching methods on clothing and textiles learning. The identification of appropriate methodologies, adherence to Field trip, exhibition of finished products gamified

and project learning practices, and consideration of student interest collectively contribute to a conducive learning environment. These teaching methods not only enhance students' understanding of the subject matter but also positively influence their preferences and engagement in Home Economics. The comparison between Delta and Anambra states provides a nuanced perspective on the variations in teacher competency and teaching methods across different regions. While the study does not specifically delve into the regional disparities, it opens avenues for future research to explore potential regional nuances that may impact Home Economics education.

In practical terms, the implications of this study extend to educators, policymakers, and administrators in Colleges of Education. Recognizing the pivotal role of teacher competency and effective teaching methods, there is a call for investment in professional development programs for Home Economics teachers. Additionally, curriculum design and pedagogical approaches should be tailored to promote an enriching and dynamic learning experience, fostering a deeper understanding and appreciation for clothing and textiles among students.

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Author Contribution Statement

The authors affirm that they fully contributed to the completion of this article and fulfilled their responsibilities in a timely fashion.

Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Ethical Approval Statement

The author has approved the article to be published in the Jurnal Indonesia Pendidikan Profesi Guru (JIPPG) by following the Publication Ethics and Journal Policies.

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