

Effectiveness of University Education and Globalisation in South Western Nigeria: The Nexus

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Abstract

Globalisation and university education are generally perceived to be related, with the relationship resulting to university effectiveness. There have been contradictory findings on the effectiveness of Nigerian universities. This study therefore examined the areas of globalisation, particularly as regards information, communication and technology (ICT) as the index of globalisation in Nigerian universities. It also investigated the relationship between globalization and university effectiveness in terms of performance and outcomes. Descriptive survey research design (using the quantitative and qualitative approaches) was employed for this study. Three federal universities were purposively chosen as sample for the study; based on the age of the institutions (oldest) and National Universities Commission (N.U.C) ranking in terms of their effectiveness when compared with other federal universities. Multi-stage sampling procedure was used to select respondents for the study. Three self-designed research instruments: two questionnaires and a semi structured interview guide were used to collect data. The study concluded that there is a significant positive relationship between globalization and university effectiveness in Nigeria.

Keywords: Globalisation, University Education, University Effectiveness, Federal Universities, Nigeria

1. Introduction

Universities are a vital part of the higher education systems the world over. This is because they are citadels created to produce knowledge that will lead to the production of high level manpower; thus enhance individual and national development. For universities to be able to attain the feat for which they were established, there is the need for effectiveness. Effectiveness of universities in different ramifications has continued to generate interest globally, particularly in developing nations (Broadbent, 2007; Kayode, Oduwaiye, Etejere, Sheu, & Kutu, 2018). The situation is not different in Nigeria, where there have been claims and counter claims about the effectiveness of university education provided in the country (Cruz, 2011; Agabi, Obasi & Ohia, 2012; National Universities Commission, 2012; Kayode & Naicker; 2020). These mixed findings on the effectiveness of university education in a developing nation like Nigeria is a pointer to the fact that investigation in that area is not yet conclusive and thus needs additional research.

Effectiveness is the extent to which the university systems accomplish goals and objectives set out for them within the stipulated period, as indicated by quantitative and qualitative indices. These include internal and external institutional evaluation, quality control, efficiency, student educational outcomes, level and quality of research output, income generated from research projects, teaching performance, number of doctorates awarded, postdoctoral appointments supported, management performance, student success in terms of student satisfaction and graduate employers satisfaction (Malone, 2003; Brooks, 2005; Wang, 2010; Asif & Searcy, 2014; Kallio, Kallio & Grossi, 2017; The Centre for Measuring University Effectiveness, 2018).

Globalisation has been defined as the widening, deepening and speeding up of interconnectedness in all areas of contemporary life including the cultural, political, financial and education spheres (Evans, Bjorkman, & Pucik, 2011). The United Nations Development Programme

(UNDP, 2005) described it as the global integration of economies and societies, while the World Health Organisation (WHO, 2020) explained it as increased interconnectedness and interdependence of peoples and countries. Globalisation as an entity which involves integration through interconnectedness and interrelatedness has revolutionised every segment of the world, making it more knowledge based without boundary constraints of space and time.

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Since this borderless transformation could not have been achieved without technology, particularly information and communications technology. More importantly, as globalisation had been described as being propelled by digital technologies and communications; interconnecting the world in an unprecedented manner; linking institutions and people in a way that is instantaneous (Fairleigh Dickinson University, 2020) while shaping them in ways that could be positive or negative (Al' Abri, 2011; Adesina, 2012; Baldwin, 2016; Liu, 2017; Shopina, Olynyk & Finaheriev, 2017; Zadjia, 2018) it becomes necessary to ascertain the type of the relationship that exists, if any, between globalisation and effectiveness of university education in Nigeria using the pivotal information and communication technology as index of globalisation.

1.1 Education and Globalisation

It has been postulated that a significant relationship exists between globalisation and education (Dale, 2000; Green, 1997; Rizvi & Lingard, 2010; Verger, Novelli, & Kosar-Altinyelken, 2018). Globalisation in education has been described as an extension of the methods and strategies of social relations into education; making it possible to house the global education system in its entirety in one space, achieving unification of teaching curriculum, methodology and upgrading knowledge system so that it remains efficient and effective to ensure transformation of knowledge in a way that will lead to attainment of life and national goals (Misra, 2012). Knowledge through information explosion and revolution which are outcomes of globalisation have been found to make information and communication easy and inevitable for the success of any university educational system. Information and Communication Technology (ICT) has reduced the entire world to a small village where people can readily communicate with each other through connectivity to the internet. ICTs facilitate access to information anytime anywhere. It is not limited by space or geographical boundary. On-line course materials, may be accessed in 24 hours (Umoren, 2006). It does not require that learners and instructor (s) be in one physical location before education can take place. Apart from the above, certain types of ICT, such as teleconferencing, ICT based educational delivery (such as educational programme technologies) enable instruction to be received simultaneously by multiple, geographically dispersed learners (Umoren, 2006). Umoren (2006) found that with globalisation, teachers and learners no longer had to depend on printed books and other material in physical media housed in libraries for their educational needs as the internet and the World Wide Web which provide a rich wealth of learning materials in almost every subject and in variety of media can now be accessed from anywhere, at any time of the day. Researchers have worked on the global education policy field (Lingard & Rawolle, 2011), researchers from across different fields have collaborated for the purpose of setting and advancing specific objectives and programmes, promoting education politics, implementing education policy, and evaluating educational agenda in relation to globalisation (Robertson, Novelli, Dale, Tikly, Dachi, & Alphonse, 2007; Jakobi, 2009; Edwards, Okitsu, da Costa, & Kitamura, 2018). All these have been carried out in different parts of the world with a general focus on education; there is a yawning gap begging to be filled in the area of globalisation and education that specifically deals with Nigeria, a developing country, particularly the south western part.

1.2 Globalisation and University Effectiveness

Researchers in the field of higher education have asserted that globalisation can influence university education both positively and negatively (Berthelemy, 2006; Varghese, 2013; Manzuma- Ndaaba, Harada, Romle & Shamsudin, 2016; Onyekwere, Okoringa & Dike, 2017).

Recent research on university education within international contexts have primarily investigated and discussed the impact of globalisation on quality of education in Iranian universities (Shahidi & Seyedi, 2012); the influence of globalisation on higher education policy and planning, specifically design education in Hong Kong (Lam, 2010); how globalisation redefined the terrain of education agenda and policy in developing countries, using the Sultanate of Oman as case study (Al'Abri, 2011); how globalisation impacted educational attainment in China (Liu, 2017); the role of e-learning in Ugandan university effectiveness (Sekiwu, 2010). Examining the situation in Nigeria, there has been greater research focus on factors impeding effectiveness of public universities (Kayode & Naicker, 2020); how globalisation has impacted higher education, using different types of higher education institutions: a university, College of Technology and College of education) in one State of Nigeria (Anyikwa, Amadi & Ememe, 2012); challenges of globalisation on the education system (Manzuma-Ndaaba, Harada, Romle & Shamsudin, 2016); and the impact of information communication technology on administrative services and management of students' records in universities, Egoeze, Misra, Maskeliunas & Damasevicius (2018). The existing studies have focused on limited aspects of globalisation as it influences universities, with no obvious studies on the relationship between globalisation and effectiveness of universities, specifically in the area of information and communication technology (ICT) in south western Nigeria.

1.3 Purpose of the Study

In response to this gap in university effectiveness and globalisation literature specifically as regards Information and Communication Technology in developing nations, this study:

1.3.1 identified areas of globalisation in southwestern Nigeria universities; and

1.3.2 investigated the relationship between globalisation and effectiveness of university education in southwestern Nigeria.

These purposes led to:

A research question: What are the areas of globalisation in South Western Nigeria universities? And an hypothesis: There is no significant relationship between globalisation and university effectiveness in South western Nigeria.

1.4 Research Context

There are three categories of universities and degree awarding institutions in Nigeria: Federal, State and Private. The federal universities are owned and financed by the central government, State universities which belong to State Governments are financed by that level of government, though they receive a level of funding from the Federal Government through the Tertiary Education Trust Fund (TETFUND), while private universities are owned and financed by private individuals or groups.

The Federal Government of Nigeria initiates and establishes the governance system of higher education in universities (Korgba, 2011). The Federal Ministry of Education through the National Universities Commission (NUC) is the key regulatory and supervisory agency that is responsible for laying down national policies, procedures, and guidelines for all universities in Nigeria (Federal Ministry of Education, 2017). Most of the Federal Universities in Nigeria are in the southern region of the country which includes south western Nigeria.

2 Theoretical Framework

This study was hinged on the open systems theory of Ludwig von Bertalanffy (1956) which assumes that organisations including institutions like universities are open social systems, where a system is an assemblage of interacting elements which are open to and interact with their environments, thus acquiring new properties and putting them in a continual state of evolution. Open systems receive and exchange resources with the environment, they import energy in the form of resources and people, among other substances from the environment (input), transform the resources available to them (throughput/process) and export some resources to the environment (outcome/output). The system interacts and exchanges resources with the environment in order to achieve equilibrium and survive (Katz & Kahn, 1966).

Within the context of this study, universities are open systems, institutions with borders which are permeable to communication and information technology (globalisation) making them seem fluid and borderless. The universities interact with their environments as a result of globalisation thus absorbing information, knowledge and other resources (Input); they transform the available resources - improve their curriculum, share global curriculum and enhance teaching methodology (throughput/ process); they export resources to the external environment – shared knowledge, enhanced level and quality of research output, improved income generated from research projects and enhanced student success (output/outcome). All these, input, throughput and output leading to sustainability and survival/ effectiveness of the universities.

3 Methodology

The descriptive survey research design (using both quantitative and qualitative approaches) was employed for this study. South western Nigeria was the region purposively selected for this study because it is the region where formal higher education institutions were first started in Nigeria (Yaba Higher College founded in 1947 and University College Ibadan which was started in January 1948 as a College of the University of London).

Multi-stage sampling procedure was used to select the sample for this study. In the first stage, purposive sampling technique was used to select three federal universities from Lagos, Osun and Oyo States based on the age of the institutions (oldest) and National Universities Commission (N.U.C) ranking in terms of their effectiveness when compared with other federal universities in South Western Nigeria. Six faculties were randomly selected as each of the universities possessed this minimum number of faculties. Three departments each were randomly selected from the faculties. Ninety (90) lecturers and 450 undergraduate students were selected for the study using accidental sampling technique.

Two self-designed questionnaires and a self-constructed interview guide with items based on previous literature were used to collect data for the study. The first questionnaire titled: Relationship between Globalisation and Effectiveness of University Education in Nigeria Lecturers' questionnaire (RGEUENLQ) was used to elicit information from the lecturers on their perceptions of the areas of globalisation in their universities and the relationship between globalisation and effectiveness of university education in Nigeria. While the second: Relationship between Globalisation and Effectiveness of University Education in Nigeria Students' questionnaire (RGEUENSQ) was used to elicit information from the students on the areas of globalisation in their institutions and their perceptions of the relationship between globalisation and effectiveness of university education in Nigeria. The interview guide (IGFUESN) was used to probe the respondents further for in-depth information on their perceptions of how the areas of globalisation in their institutions were related to the effectiveness of university education.

3.1 Validity and Reliability

To ensure validity of the instruments, the researchers gave them to three experts in Test and Measurement and Educational management who reviewed and critiqued them for appropriateness for the study. Each of the instruments were then administered in three federal universities that were not part of the final sample, in a pilot study to ascertain reliability. The resulting responses were collated and tested. These yielded Cronbach alpha indices of: RGEUENLQ = 0.782; RGEUENSQ = 0.672; IGFUESN = 0.822.

3.2 Data Collection

The instruments were personally administered by the researchers on the respondents (lecturers and undergraduates) in the sampled institutions. Only 84% of students' questionnaire and 80% of lecturers' questionnaires were retrieved by the researchers, as some of the respondents were no longer at the initial place of meeting after a short while. Twelve Lecturers across the various cadres and students (two Lecturers and two Students from each of the Faculties) were used as sub sample for the interviews. All interviews for lecturers were conducted in person at the respondents' offices by the researchers while the students were interviewed wherever it was convenient for them. The researchers took notes separately and audio recordings of the interviews to ensure accurate record of all conversations.

4 Results

4.1 Findings

Data generated from the questionnaires were analysed using frequency counts, percentage scores and Pearson Product Moment Correlation test. Frequency counts and percentage scores were used to answer the research question on the areas of globalisation in the universities. The hypothesis was tested using Pearson Product Moment Correlation test of relationship. In appraising the areas of globalisation in university education in southwestern Nigeria. Lecturers and Students' responses to the items of the questionnaire items were collated and analysed as presented on Table 1.

TABLE 1: Areas of Globalisation in Universities

<i>Areas of Globalisation in my university</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>% Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>% Disagree</i>
1 <i>Improvement in the level of communication between lecturers and students</i>	222(38.2)	227(44.7)	82.9	10(10.2)	29(2.075)	12.275
2 <i>Global unity in educational norms and culture</i>	142(41.1)	279(48.42)	89.52	9(3.4)	42(6.9)	10.3
3 <i>Encouraged global sharing of knowledge among lecturers</i>	283(54.05)	195(32.85)	86.9	4(4.1)	15(3.35)	7.45
4 <i>Improved academic performance of students</i>	190(36.85)	236(42.65)	79.5	4(4.1)	54(10.5)	14.6
5 <i>Expanded access to education</i>	302(57.85)	160(28.6)	86.45	5(1.35)	8(1.7)	3.05

6	<i>Global institutional curriculum sharing</i>	116(20.15)	230(43.1)	63.25	17(6.3)	97(18.85)	25.15
7	<i>Enhanced teaching methods</i>	227(41.95)	245(46.05)	88	1(1.0)	21(3.65)	4.65
8	<i>Increased access to online distant learning</i>	311(58.1)	179(33.15)	91.25	2(0.0)	4(1.2)	1.2
9	<i>Encouraged use of modern facilities in teaching processes.</i>	135(22.5)	255(49.95)	72.45	7(7.1)	70(13.35)	20.45
10	<i>Increased number of people seeking university admission</i>	127(22.75)	202(36.5)	59.25	11(4.95)	117(23.55)	28.5
11	<i>Improved curriculum design</i>	123(24.95)	282(50.4)	75.35	10(3.6)	48(10.5)	14.1
12	<i>Encouraged commercialization of university education</i>	130(22.75)	282(53.55)	76.5	7(7.1)	52(9.5)	16.6
13	<i>Enhanced research quality and output</i>	147(25.85)	188(35.05)	60.9	20(9)	98(18.15)	27.5
14	<i>Encouraged the use of modern facilities to enhance learning</i>	275(39.75)	200(43.9)	83.65	7(7.1)	12(4.95)	12.05
15	<i>Improved preparation of undergraduates for job opportunities</i>	180(36.79)	230(42.63)	79.42	14(4.15)	60(10.53)	14.68

The table shows that 82.9 % of the respondents agreed that globalisation improved the level of communication between lecturers and students in the study area and 89.52% agreed that globalisation united educational culture while 86.9% of the respondents were of the opinion that globalisation encouraged global knowledge sharing. On improvement of the academic performance of students, 79.5% agreed that globalisation had enhanced student outcomes. The table also shows that 86.45% were of the opinion that globalisation had expanded access to university education while 63.25% of the respondents agreed that globalisation had contributed to global use of identical curriculum by institutions. The results also revealed that 88% of the respondents believed that globalisation had enhanced teaching methods while 91.25% agreed that globalisation brought online distant learning programmes to those in need of it. The results showed that globalisation enhanced the use of modern facilities for teaching as pointed out by 72.45% of the respondents, while 59.25% agreed that it increased the number of people seeking admission into universities. Additionally, 75.35% of the respondents agreed that globalisation enhanced curriculum design and 76.5% that globalisation encouraged commercialisation of university education.

The table also showed that 60.9% of the respondents were of the opinion that globalisation encouraged sharing of skills necessary for development while 83.65% agreed that globalisation enhanced their methods of learning. The table also showed that respondents (79.42%) were of the opinion that globalisation had led to better preparation of undergraduates for global job opportunities.

4.2 Test of hypothesis: There is no significant relationship between globalisation and effectiveness of University Education in Southwestern Nigeria, the responses of lecturers and students were collated and put to the Pearson Product Moment test of relationship using SPSS analytical package. The result is presented on Table 2.

Table 2: Relationship between Globalisation and University Effectiveness

	Globalisation	University Effectiveness
Pearson Correlation	1	.625**
Sig. (2-tailed)		.000
Sum of Squares and Cross-products	18114.977	10894.519
Covariance	38.379	24.318
N	450	450
University Effectiveness	.625**	1
Sig. (2-tailed)	.000	
Sum of Squares and Cross-products	10894.519	18101.857
Covariance	24.318	39.182
N	450	450

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product Moment correlation on Table 2 revealed the strength of relationship between globalisation and effectiveness of southwestern Nigerian Universities. The table showed a Pearson product moment correlation coefficient value of ($r = 0.625$, $p < 0.05$). The r value of 0.625 showed a strong positive relationship between globalisation and effectiveness of universities in Southwestern Nigeria. It was indicated that as the level of globalisation increased, there was also a progressive strong positive increase in the effectiveness indicators of the universities in the study area. Field (2005) posited that a correlation coefficient of 0.6 and above can be regarded as significant. The p value of less than 0.05 showed that there is a significant relationship between globalisation and effectiveness in south western Nigerian Universities. Hence, the null hypothesis that stated that there is no significant relationship between globalisation and university effectiveness was rejected.

4.3 Qualitative Analysis

For analysis using the qualitative approach, data gathered from the semi structured interviews were analysed in two stages: First, the notes taken separately by the researchers were read out and the audio recording listened to. A line by line analysis of these were done, the researchers discussed the interpretation of the notes and audio recording, thus came to a shared understanding of the responses of participants. Second, the emergent themes of areas of globalisation and relatedness to university effectiveness were arranged according to the research question and hypothesis.

The findings are presented according to themes detected:

4.3.1. Globalisation improved the level of communication between lecturers and students:

The participants were of the opinion that they no longer had to rely on face to face meetings or writing using paper and pen messages to communicate with their students or lecturers anymore. These they described as cumbersome but globalisation had made communication easier and improved the level of communication because as a result of globalisation, they now made use of ICT in the under listed ways for communication:

- Use of Short message service (SMS), to send messages to their intended receiver's mobile telephones ;
- Sending electronic mails (emails);
- Chatting with individuals and groups using the WhatsApp mobile application.

It was also discovered that Lecturers and Students could now take their time to achieve better quality in communicating with each other in the sense that communication no longer had to be immediate; they could put ideas down as such came to them and forward to the intended recipient (s) when complete, unlike when it was face to face interaction where feedback had to be immediate thus improving the quality of communication.

4.3.2. Globalisation encouraged global sharing of knowledge among lecturers.

a. Interviewees said that global sharing of knowledge among Lecturers was encouraged because with the use of ICT, a lecturer from a university could share or gain knowledge from lecturers in other universities within the same country or internationally without knowing the lecturer or communicating with the lecturers directly if they did not want to. This they claimed was achieved by just entering themes or the names of concepts and using search engines such as Google to get required information; they could even specify time lines to determine how recent such information should be.

4.3.3. Globalisation improved the academic performance of students

Interviewees shared that students now had limitless access to knowledge on whatever they were taught or expected to know, from different perspectives and sources; this enhanced the way students appraised, answered questions

and attended to term papers or seminars thereby strengthening the quality of students' presentations; thus achieving improved academic performance.

4.3.4. *Globalisation led institutions around the world to share the same curriculum and improve curriculum designs*

Interviewees responded that with the use of the internet, Lecturers and university managements could:

- a. get information on areas of expertise and skills required by employers of labour such that they tailored their curriculum to attend to such areas;
- b. compare the existing curriculum of Departments in their schools with those of similar departments in universities globally and as a result design new curriculum similar to those of other institutions which are line with global best practices.

4.3.5. *Globalisation enhanced teaching and learning methods/ performance*

In terms of teaching methods Lecturers explained that ICTs had enhanced their teaching methods

- a. Helped them ensure that they completed whatever had been laid down as outline for the courses they teach in good time. They are now capable of recording their classes and sending them to the students before regular class time so that the students have the opportunity to internalise whatever is taught and be able to use class time for interactive activities where the lecturer will be able to ascertain the clarity of concepts taught and students get a higher level of satisfaction.
- b. Lecturers and Students are opportuned to watch on line videos of lecturers in other climes, this had helped them in no small measure in their teaching and learning processes
- c. Even when Lecturers had to be unavoidably absent from real time classes, classes did not have to be cancelled, they are achieved through the use of ICT with applications such as Google Classroom.
- d. Students were better motivated to study as reading on electronic media was more interesting to them than paper media.

4.3.6. *Globalisation increased access to online/ international learning*

ICT made it possible for both lecturers and students to have access to and benefit from programmes offered online in foreign universities some of which were totally free. Some of these free courses the participants claimed, even awarded certificates to people who participated in them.

4.3.7. *Globalisation increased the number of people seeking university admission*

Though the interviewees were of the opinion that globalisation was responsible for the increase in number of applicants seeking admission into universities, they could not ascertain clearly the cause for the increase but some claimed that because of the availability and use of the internet, people might be getting more exposure which might give them pointers to the value of university education that they hitherto did not notice.

4.3.8. *Globalisation has encouraged commercialisation of university education and enhanced availability of funds*

It was explained that globalisation:

- a. led to a proliferation of universities which offer online courses and that these courses which the institutions promoted to a large extent were more expensive than those courses taught using the traditional method of university education;
- b. resulted in more publicity for and commercialisation of research results, particularly experimental researches which led to more income generated by universities from research outcomes; thus giving the universities some form of financial independence;
- c. made it possible for researchers from Nigerian universities to be more visible such that they get invited for fellowships, workshops and other programmes that led to more positive exposure and development for the lecturers;
- d. made it possible for international collaborations to take place;
- e. increased and improved research output of Lecturers.

4.3.9. *Globalisation encouraged the use of modern facilities to enhance learning*

a. The use of the internet and other ICT facilities have led institutions to make modern facilities available in most institutions. ICT has led to installation and use of wireless internet connectivity and other such modern facilities to enhance learning.

4.3.10. *Globalisation has prepared undergraduates for job opportunities*

With lecturers and students exposure to global trends as a result of globalisation, diligent lecturers prepare their students better for the global labour market and the students themselves as a result of exposure to globalisation are better exposed to requirements of the global world of work and make efforts to attain the desired levels.

5. Discussion

This study showed that the areas of globalisation in south western Nigerian universities were : enhanced access to online distance learning; global unity in education norms and culture; enhanced teaching methods/ performance; encouraged global sharing of knowledge; expanded access to education; enhanced learning methods;

improved quality and level of communication between lecturers and students ; improved academic performance; heightened level of undergraduate preparation for global labour market; encouraged commercialisation of university education; improved curriculum design; utilisation of modern facilities for teaching; sharing of same global curriculum; encouraged global sharing of skills; increased number of applicants seeking university education.

Significant positive relationship was found between globalisation and university effectiveness. Specifically, globalisation in the context of the study was revealed to be significantly positively related to enhanced student educational outcomes, improved level and quality of research output, increase in amount generated from research outcomes, student success in terms of student satisfaction, all these had been found by previous studies (Malone, 2003; Brooks, 2005; Wang, 2010; Asif & Searcy, 2014; Kallio, Kallio & Grossi , 2017; The Centre for Measuring University Effectiveness, 2018) to be indicators of university effectiveness. These findings also corroborate that of Shahidi and Seyedi (2012) who found that globalisation had a positive impact on the quality of Shiraz (Iranian) universities, thus showing that globalisation was positively related to the quality of the universities in terms of availability and use of modern equipment/facilities, ease of access, up to date teaching expertise, communication attitude and use of ICT among other factors. The findings of this study are also similar to those of Anyikwa, Amadi and Ememe (2012) who found that globalisation positively impacted South south Nigerian higher education in terms of access to information, collaboration and networking among faculty members and students, better and faster scholarly communication among researchers as well as students throughout the world.

6 Conclusion and Recommendations

It can be concluded that the areas of globalisation in south western Nigerian universities have been pointed out though they were not particularly tested for the type of influence (negative or positive) that they might have on effectiveness of university education. This study has shown a significant positive relationship between globalisation in terms of ICT and effectiveness of Nigerian universities.

There is still a need to investigate the depth of relationship between globalisation and effectiveness as examined in this study. It would also be beneficial to examine the other side of the globalisation coin by investigating the challenges of globalisation in universities.

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