



Investigation of Fair Play Behaviors of Secondary School Students Participating in School Sports

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Conflicts of Interest: The author(s) has no conflict of interest to declare.

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Ethical Statement: It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

(Date Of Received): 02/01/2023 (Date of Acceptance): 26.04.2023 (Date of Publication): 30.04.2023

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Abstract

This research aims to examine the fair play behaviors of secondary school students who participate in school sports. The sample of the research consists of 495 secondary school students who continue their education in Niğde in the 2022-2023 academic year and are selected by criterion sampling from purposive sampling methods. "Frequency of Exhibiting Fair Play Behaviors Scale" was used as a data collection tool in the research. Descriptive statistics, t-tests, and ANOVA tests were performed in the analysis of the data, and a significance level of .05 was taken into account in the interpretation of the data. According to the research findings, the students who participated in school sports exhibited fair play behavior at a frequent level in the spectator dimension; at a very frequent level in team, negative behavior, opponent dimension, throughout the scale. Fair play behaviors of female students were higher than male students ($p<.03$). According to the grade level, the scores of the 5th-grade students were found to be significantly higher than the 7th-grade students ($p<.01$). While the fair play behaviors of the students playing football in the spectator dimension of the scale were higher than the athletes interested in individual branches ($p<.00$), no significant difference was found in other dimensions ($p>.05$). In the variable of sports age, the fair play behaviors of the students who do sports for 1-3 years were found to be higher than the students who did sports for less than 1 year ($p<.00$). As a result of the research, it has been determined that secondary school students participating in school sports exhibit fair play behaviors very often and develop more positive attitudes towards their team. It is recommended that secondary school students participate in events such as games, competitions, and tournaments within the scope of school sports.

Keywords: Fair play, school sports, secondary school, sports branch, sports age

INTRODUCTION

Sport; It includes all kinds of physical activities that contribute to physical fitness, mental well-being, and social interaction with the help of organizational, competitive or traditional games (1-2). Many sports branches such as football, basketball, handball, volleyball, tennis, skiing, equestrian, wrestling, and athletics are used in fulfilling physical activity on the basis of sports (3). The aforementioned sports branches are grouped as individual-team or contact-non-contact according to the way they are practiced (4). To be successful and outperform in sports, talented young people should be selected and trained in line with their abilities (5). In which sports branch the young people will be active can be with the guidance of sports experts or with the voluntary participation of the young people. For example, while football is the most preferred sport among boys, girls prefer volleyball more (6).

Sport is also accepted as a universal language and it is a very powerful tool that brings people together with a structure that transcends borders, cultures, and religions, and develops peace, tolerance, and understanding (7-8). For young people participating in sports; interpersonal communication skills, self-esteem, academic achievement, academic motivation, and school commitment are developing (9). Sport is an effective strategy to prevent early leaving and social marginalization (10). As can be seen, sports are widely used to bring individuals in achievement multidimensional gains and values (11).

In formal education, sports branches are taught by physical education teachers with the help of physical education lessons (12). The physical education course aims to enable students to recognize sports, perform simple movements, and gain affective achievements. Affective gains take precedence over success and high-performance indicators in sports (13). It focuses on the transfer of values such as helping each other, developing friendships, playing fair, taking responsibility, respecting, and establishing cooperation (14-15). Physical education teachers form school sports teams by guiding their students in line with their abilities. Students gain an athlete identity with their participation in performance-oriented sports (16). Physical education teachers participate in school sports organizations, which are planned under the coordination of the ministry of youth sports and the ministry of national education, with the sports team they have established.

Within the scope of school sports, sports competitions are organized in 59 different branches (17). Physical education teachers optionally participate in sports organizations with one or more teams. School sports activities make great contributions to the students and the society in which the students live (18). As students participate in school sports, their commitment to their school, teachers, and parents increases. It fulfills its responsibilities with the fear of losing social relations as a result of commitment (19-20). As a result of this behavior, the social control effect occurs in society. School sports provide educational benefits to students in formal education, wherever they are practiced in the world. Undoubtedly, acting in accordance with fair play behaviors on the basis of adherence to the rules of the game takes place in the formation of this situation (12, 21).

The concept of fair play appears as fair and honest play (22). It is a result of the understanding of fair play that the athletes patiently, consistently, and consciously obey the rules even under difficult conditions in the competitions, do not accept unfair competition, see the opponent not as an enemy, on the contrary, as a partner who ensures the realization of the game and has equal rights with the athlete himself (23). Fair play appears in two different ways, formal and informal. In the formal fair play approach, the athlete exhibits the behaviors of accepting and complying with the game rules determined by the authorized federation. Informal fair play, on the other hand, is a high-level moral stance that is not mandatory to be sanctioned based on the rules, that the athlete takes the risk of competing with his opponent on equal terms, that reacts in moderation to wins and lose, that respects the opponent and the referee (24). In order for an athlete behavior to be described as fair play, he must take a determined stance on the side of justice, ignoring the interests of individual, the team, and the country. This behavior should not be accidental or one-off, but fair play should guide the athlete's life (25). In other words, it is the avoidance of aggressive behavior by empathizing with the events that individuals encounter (26).

The Council of Europe (27), by declaring the "Declaration of Sport Tolerance and Fair Play", has adopted that sport is an important field of education. The International Fair Play Committee (28) defined fair play as the basic value that directs people's lives. Fair competition, respect, friendship, team spirit, equality, doping-

free sports, honesty, solidarity, entertainment, tolerance, and excellence are at the forefront of the core values. The International Olympic Committee, on the other hand, emphasized the value of excellence, respect, and friendship for the establishment of fair play behaviors. Excellence is to experience the challenges and successes of sports by developing skills, not attempts to win. Respect is being considerate of others in or out of the game. Friendship creates the spirit of Olympism. In the competitions, the athletes form friendships as a result of their fair play behaviors (29). Education should be given from an early age in order to raise moral athletes and to enable them to set an example for society (30).

Despite the fact that fair play education is provided through the physical education lessons given in schools and the competitions within the scope of school sports, undesirable situations are also encountered (31). In today, competitiveness has been removed and schools which have good financial potential surpass overwhelmingly schools which take place in underprivileged region (32-34). When students participate in school sports, they adopt the principle of "winning at any cost" and inflict violence on their opponents (35-36). It has been understood that athletes can discriminate, bet, match-fix and dope with the desire to win, excessive commitment to their team and friends, and the ambition to prove themselves (37-38).

Behaviors that are not suitable for fair play are encountered in most sports branches. Football, which has a large spectator in most studies, is in the first place in displaying inappropriate behaviors (39-40). In football, non-fair play actions such as playing illegal players, pretending to be injured, provoking cards by provoking the opponent, and reducing the tempo of the game are frequently seen (41). Moreover, young players who follow the sports media apply the inappropriate behaviors they learn in contact sports such as football and basketball to win in school competitions (42). These attempts to win are appreciated by the group of friends and those who watch the sport (43). In martial sports such as boxing, karate, and taekwondo, which are another version of contact sports, less violence is encountered than in football (3). Of course, this may also be related to the number of athletes. The group that plays and watches football is considerably higher than the group of players and spectator in other branches.

Most young people and parents agree that the time spent by students participating in school sports is unnecessary and reduces academic achievement (44-45). Athletic youth at all levels of formal education may be exposed to violent behavior (46). Fair play behaviors of athlete students are affected by many variables such as gender, sports branch, and age of sports. For example, it has been observed that young people who have been doing sports for many years have developed self-control skills and display virtuous human behaviors away from aggression (47). When appropriate teaching materials are used (48) and thanks to the role model of the trainer (49), students can display fair play behaviors in school sports. Guided by the findings in the literature, the research was conducted to determine whether the fair play behaviors of secondary school students participating in school sports vary according to their status, gender, grade level, sports branch, and year of doing sports. With the renewed physical education curricula, students' learning and internalization of universal values within the understanding of fair play is based (50). In the research, it is thought that the results of the study will be important to learn the fair play behaviors of secondary school students and take possible precautions.

METHOD

Research Model

In this study, causal comparison design, one of the quantitative research methods, was used. Causal comparison research is studies that aim to determine the causes and consequences of differences on human groups, without any intervention on conditions and participants (51).

Sampling

Since the fair play behaviors of the students participating in the competitions within the scope of school sports are examined in the research, the sample group has been chosen purposefully. 495 secondary school students participating in school sports in Niğde formed the research sample. In scientific research, a sample size of 250 (52) or more than 400 provides very reliable results (53-54). In this direction, it is assumed that the sample group that voluntarily participates in the research is sufficient. The demographic characteristics of the students are shown in Table 1 in detail.

Table 1. Demographic characteristics of students				
Variable	Sub Categories	f	%	Total
Gender	Male	220	44,4	495
	Female	275	55,6	
Grade	5	81	16,4	
	6	102	20,6	
	7	172	34,7	
	8	140	28,3	
Sports branch	Individual	203	41,0	
	Football	133	26,9	
	Volleyball	106	21,4	
	Basketball	53	10,7	
Sports age	less than 1 year	247	49,9	
	1-3 years	141	28,5	
	more than 3 years	107	21,6	

Data Collection Tool

Frequency of Exhibiting Fair Play Behaviors Scale

There are 14 items in the 3-point Likert-type scale developed by Temel et al., (55). 6 of the scale items contain negative statements and 8 positive statements. The scale has 4 dimensions: team, spectator, negative behavior, and opponent. Items in the negative behavior dimension (5-10) are used with reverse coding. Cronbach's alpha reliability coefficient was .65 in the team dimension, .65 in the spectator dimension, .73 in the negative behavior dimension, .71 in the opponent dimension, and .61 in the overall scale. The variance explained by the 4 dimensions is 55.12%. It is possible to get 14-42 points on the total points and 1-3 points on the average from the scale. High scores obtained from the scale indicate that the frequency of fair play behaviors is at a good level.

Collection of Data

The research was initiated after receiving the ethical report from "Niğde Ömer Halisdemir University Scientific Research and Publication Ethics Committee" (dated 31.05.2022 and document number E-86837521-050.99-209502). From the school sports service of the Provincial Directorate of Youth and Sports of Niğde, schools, and students who will participate in school sports in the 2022-2023 academic year were learned. After learning about the schools that will participate in the competitions, the relevant schools were visited and the voluntary consent form was approved by the students and parents by obtaining the necessary permission. Then, the data were collected by meeting face-to-face with the students in the sports fields where the races are held.

Data Analysis

The data were analyzed using the SPSS (Ver: 24.0) statistical package program. The conformity of the data to the normal distribution was checked with reference values of "skewness -3 and kurtosis +3" (53). Since appropriate reference values were determined for the scale used in the study (skewness -.048; kurtosis .696), parametric tests were used during the analysis. In the research, descriptive statistics, independent samples t-test, and ANOVA tests were performed and a .05 significance level was taken into consideration.

RESULTS

In the study, descriptive analysis was made to find out the frequency of fair play behaviors of secondary school students participating in school sports. Comparisons were made according to gender, class level, sports branch, and sports age, which are independent variables that may be related to the display of fair play behaviors.

Table 2. The students' exhibiting fair play behavior scores

Dimensions	n	Min	Max	\bar{x}	Sd
Team	495	1,00	3,00	2,759	,408
Spectator	495	1,00	3,00	2,125	,627
Negative behavior	495	1,00	3,00	2,483	,388
Opponent	495	1,00	3,00	2,476	,432
Scale whole	495	1,93	3,00	2,469	,251

Table 2 shows the fair play behavior scores of the students participating in school sports. According to the table, the students most wish success to their teammates and coaches; It was noted that the behavior of greeting the spectator was at a lower level. It was observed that the students scored well in the dimensions of avoiding negative behaviors (cursing, provocation, foul) and congratulating the opponent. It has been determined that the students' fair play behavior scores are at a very good level throughout the scale.

Table 3. Comparison of students' fair play behavior scores according to their gender

Dimensions	Gender	n	\bar{x}	Sd	t	p	η^2
Team	Male	220	2,713	,448	2,249	,025*	,010
	Female	275	2,796	,370			
Spectator	Male	220	2,184	,605	-1,872	,062	,007
	Female	275	2,078	,640			
Negative behavior	Male	220	2,422	,416	3,125	,002*	,019
	Female	275	2,531	,357			
Opponent	Male	220	2,467	,404	,447	,655	,000
	Female	275	2,484	,454			
Scale whole	Male	220	2,442	,257	2,133	,033*	,009
	Female	275	2,491	,244			

*(p<.05)

There was no significant difference in fair play behaviors towards spectators and opponents according to gender (p>.05). A significant difference was found in favor of female students regarding positive behavior towards their team, avoidance of negative behavior, and overall scale (p<.05).

Table 4. Comparison of students' fair play behavior scores according to grade level

Dimensions	Grade	n	\bar{x}	Sd	F	p	η^2	Difference
Team	5	81	2,802	,341	,992	,396	,006	
	6	102	2,740	,465				
	7	172	2,726	,430				
	8	140	2,789	,370				
Spectator	5	81	2,135	,524	,461	,710	,003	
	6	102	2,142	,646				
	7	172	2,081	,632				
	8	140	2,160	,663				
Negative behavior	5	81	2,516	,424	1,610	,186	,010	
	6	102	2,521	,346				
	7	172	2,492	,358				
	8	140	2,425	,426				
Opponent	5	81	2,601	,386	6,517	,000*	,038	7 < 5, 6
	6	102	2,541	,408				
	7	172	2,373	,456				
	8	140	2,483	,418				
Scale whole	5	81	2,527	,246	3,461	,016*	,021	7 < 5
	6	102	2,504	,272				
	7	172	2,433	,252				
	8	140	2,456	,229				

*(p<.05)

No significant difference was found in the dimensions of the team, spectator, and negative behavior according to the grade level of the students (p>.05). In the opponent dimension, the scores of the 5th and 6th-

grade students were higher than the 7th-grade students ($p<.05$). On the whole scale, fair play behaviors of 5th-grade students were found higher than 7th-grade students ($p<.05$).

Table 5. Comparison of students' fair play behavior scores according to sports branches

Dimensions	Branch	n	\bar{x}	Sd	F	p	η^2	Difference
Team	Individual	203	2,706	,446	2,313	,075	,014	
	Football	133	2,778	,386				
	Volleyball	106	2,830	,364				
	Basketball	53	2,773	,374				
Spectator	Individual	203	2,029	,638	4,245	,006*	,025	Individual < Football
	Football	133	2,266	,588				
	Volleyball	106	2,094	,613				
	Basketball	53	2,198	,645				
Negative behavior	Individual	203	2,474	,406	,700	,553	,004	
	Football	133	2,456	,385				
	Volleyball	106	2,507	,374				
	Basketball	53	2,534	,351				
Opponent	Individual	203	2,469	,461	1,649	,177	,010	
	Football	133	2,501	,393				
	Volleyball	106	2,415	,456				
	Basketball	53	2,566	,343				
Scale whole	Individual	203	2,442	,263	2,043	,107	,012	
	Football	133	2,488	,245				
	Volleyball	106	2,468	,242				
	Basketball	53	2,529	,224				

*($p<.05$)

No significant difference was found in the team, negative behavior, opponent, and overall scale according to the sports branch of the students ($p>.05$). In the spectator dimension, the scores of those who play football were found to be significantly higher than those who do individual sports ($p<.05$).

Table 6. Comparison of students' fair play behavior scores according to sports age

Dimensions	Sports age	n	\bar{x}	Sd	F	p	η^2	Difference
Team	less than 1 year	247	2,710	,441	6,877	,001*	,027	less than 1 year, more than 3 years < 1-3 years
	1-3 years	141	2,865	,321				
	more than 3 years	107	2,733	,408				
Spectator	less than 1 year	247	2,018	,636	8,217	,000*	,032	less than 1 year < 1-3 years, more than 3 years
	1-3 years	141	2,187	,625				
	more than 3 years	107	2,289	,562				
Negative behavior	less than 1 year	247	2,479	,385	1,763	,173	,007	
	1-3 years	141	2,527	,375				
	more than 3 years	107	2,434	,408				
Opponent	less than 1 year	247	2,418	,445	4,896	,008*	,020	less than 1 year < more than 3 years
	1-3 years	141	2,517	,431				
	more than 3 years	107	2,558	,384				
Scale whole	less than 1 year	247	2,428	,248	7,185	,001*	,028	less than 1 year < 1-3 years
	1-3 years	141	2,524	,251				
	more than 3 years	107	2,492	,242				

*($p<.05$)

No significant difference was found in the dimension of avoiding negative behavior according to the sports age of the students ($p>.05$). In the team dimension, the scores of those who were engaged in sports for 1-3 years were significantly higher ($p<.05$). In the spectator dimension, the scores of those who did sports for 1-3 years and for more than 3 years were found to be significantly higher than those who did sports for less than 1 year ($p<.05$). In the Opponent dimension and in the general scale, the scores of those who did sports for 1-3 years were found to be significantly higher than those who did sports for less than 1 year ($p<.05$).

DISCUSSION AND CONCLUSION

In the research findings, the fair play behaviors of secondary school students were found at a very good level. While the students followed the fair play behaviors very often towards their team, they frequently performed the behaviors related to the spectator salutation. Chung et al., (56) reported that Singaporean students internalized fair play behaviors in football-friendly competitions, which they happily participated in, and completed their sports activities with the help of their teammates in difficult situations. Milla & Nurja (57) found that with the participation of secondary school students in school sports, their mental health improved and they moved away from aggressive behaviors. It is a reality accepted by everyone that middle school students avoid aggressive behaviors, take responsibility, and cooperate with their friends with the ability to empathize, which is the prerequisite of fair play (58). Hassandra et al., (31) found that after giving Olympic education to secondary school students, students behaved in accordance with fair play in sports competitions and transferred these positive behaviors to their lives. Ludwiczak & Bronikowska (59) conducted education with moral dilemmas for young people participating in sports. As a result of the training, it was seen that the young people obeyed the rules brought by fair play and adopted social values. Flynn & LaFrance (60) observed an increase in the values of honesty, justice and responsibility of the athletes as a result of the moral training they applied to the athletes. Ibraheem et al., (1) concluded that Nigerian secondary school students contribute to the values of peace, unity and togetherness by participating in sports in their free time. Edim & Odok (7) found that Nigerian secondary school students mingled with children of different ethnicities and adapted to the society through sports competitions. Emphasizing the importance of social cohesion, American researchers Veliz & Shakib (20) reported that significantly less and less criminal behavior was found in schools with high participation in sports. Students' commitment to the institution, their belief and academic success have increased with the help of sports. Çavdar et al., (61) found that teachers and students participating in school sports swear and insult the referee-opponent. This result is an indication that negative effects can be experienced. In line with the research findings and the results in the literature, it is seen that the secondary school students in the sample of Niğde act in accordance with fair play in their participation in school sports. It can be said that teamwork applied to students serves the purpose.

Fair play behaviors of female students were found to be better than male students in terms of exhibiting positive behaviors toward their own team and avoiding negative behaviors toward their opponent. Female students exhibit moral behaviors in school sports due to their ability to understand the feelings of others, and to put themselves in someone else's shoes, that is, to have good empathy skills (62). Especially, female students who abstain from exhibiting inappropriate behaviors are successful in fair play behaviors (63-64). Since female students can control their anger, they avoid aggressive behaviors (65). In addition to these positive features, Yalçın et al. (66) found that female athletes respect the rules and management. Although males' participation in sports and their inclination towards sports are high, female students are better at fair play (18, 67). It has been observed that the high participation and predisposition to sports affects male students negatively. Pepe et al., (68) reported that the behavior of amateur sportswomen in the sports environment reflects sports ethics. These results are similar to the findings of the study. Contrary to the findings of the study, Tomik et al., (69) argued that males can gain positive behaviors better because they value sports activities better than girls. Büyükelhan et al., (70) found that male students who value sports care about winning fairly and oppose cheating. In the study of Kural et al., (71), it was reported that male students who received religious-based education were more sensitive in sports activities. Yaneva et al. (4), on the other hand, found that men engaged in martial arts participate in sports activities with a fair understanding away from aggression. The expected result in education is that male and female students who attend secondary school physical education classes learn fair play behaviors at a similar level and apply them with the same sensitivity (72). Burgueño & Medina-Casaubón (73) confirmed that male and female students who benefited from the sports education model in basketball education developed fair play behaviors such as respect to the opponent and loyalty to the team, and obeying the rules at a similar level. Model-based education has served the purpose of sports. Kayışoğlu et al., (74) determined that secondary school students who participated in physical education classes, and Şahin & Çoymak (75) found that male and female students participating in school sports had a similar understanding of fair play. The implementation of fair play behaviors mostly stems from the character of the person (49). Students participating in school sports should be helped to exhibit appropriate behaviors by providing effective character education. Thus, the objectives of the curriculum will be achieved.

Fair play behaviors of secondary school students in sports matches are generally positive. Grade 5 students showed better behavior in greeting and respecting opponents than students in upper grades. Children who have just started secondary school get to know sports branches through physical education and sports lessons. In this process, he shows closeness with his teacher and tends to obey the rules unconditionally. Gaining the teacher's appreciation is a great source of happiness for children. Since students who obey the rules are loved by their teachers, the frequency of showing behaviors by fair play increases (76). Altun & Güvendi (77) determined that the 5th-grade students attending the physical education lesson obey the rules in the sports fields and respect the opponent and the referees. Stunning others with their sports skills, the children were included in the school teams and earned the right to represent their school. In this direction, Yıldız & Özgül (18) determined that the 5th-grade students participating in school sports behaved within the framework of fair play. Secondary school students exhibit fair play behaviors more frequently than primary school students (78) and high school students (79-80). It can be said that within the formal education steps, the fair play education for the 5th-grade students in secondary school has achieved its purpose. Altın et al., (81) on the other hand, found that there was no significant difference in the fair play behaviors of amateur students according to the grade level. It is seen that the students with the identity of athletes have a good level of fair play behaviors and similar moral behaviors according to their education level (82). These results appear as important arguments supporting the study findings.

The students who participate in school sports have similar characteristics in exhibiting fair play behaviors according to their branches. Students playing football displayed more virtuous behaviors in behavior toward the spectator, compared to students operating in individual branches. As a result of taking part in school teams, students learn and practice fair play behaviors regardless of the branch (66, 83). Apart from school and education activities, it has been observed that young people who do sports under license in different branches have a similar moral structure (82). Karafil et al., (84) determined that secondary school students who participate in team sports complete their moral maturity and play sportsmanly in sports environments. It has been found that the students playing football act in a fairer game approach before starting a match (78) or after the match (79). Contrary to these results, inappropriate behaviors are observed on and off the field in contact sports such as football that involve one-on-one interaction with the opponent (85-86). Young people caught in the excitement of the game tend to use abusive speech and aggressive behavior (87). Young people engage in deceptive behaviors for the sake of winning when it comes to team benefit (88). Moreover, sports managers in football can also impose unethical sports behaviors on students (49). In the literature, it is seen that there are positive and negative results as a result of the studies on football. According to the findings of the study, it was determined that the students who did different sports were at a similar developmental level. The positive development of the behaviors in the football branch shows that school sports activities serve their purpose. Students have achieved positive gains with their participation in football, which has a high audience potential (89).

According to the sports age variable, the fair play behaviors of the students who do sports for 1-3 years are better than those who do sports for less than 1 year. Experienced athletes displayed more virtuous behavior towards their team and spectator. Altın et al., (81) found significant differences according to the sports ages of the athletes who play football and futsal at the amateur level. In the study, it was concluded that the athlete students who were engaged in sports for 1-3 years respected their teammates and traditions, and stood against unfair winning. Similarly, Tomik et al. (69) reported that students who participated in school sports for 3 years had a good level of social value acquisition. With long-term participation in sports, not only social values but also academic gains are achieved. Students have fulfilled their learning responsibilities by participating in sports for many years (11). In line with the information in the literature, it is thought that the students who participate in sports at the basic level attach importance to fair play behaviors. It is an undeniable reality that young people who struggle for a long time in sports branches exhibit negative behaviors by having the desire to win (49).

As a result of the research, it has been determined that secondary school students participating in school sports exhibit fair play behaviors very often and develop more positive attitudes towards their team. Regardless of the characteristics of the sports branch, the outcome of competition only determines the superior one. However, the only thing that makes a finished match to be remembered even after centuries is the attitudes and behaviors exhibited when lost or won (81). To embed this understanding in school sports,

curricula should be utilized to a great extent (90). In summary, it is recommended that secondary school students participate in events such as games, competitions, and tournaments within the scope of school sports.

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