

<https://doi.org/10.23913/ride.v13i26.1493>

Artículos científicos

Variables orientadas a la prevención de la violencia contra las mujeres en bachillerato

Variables oriented to the prevention of violence against women in baccalaureate

Variáveis orientadas à prevenção da violência contra a mulher no ensino médio

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Resumen

La violencia contra las mujeres es un tema que ha resonado a través de los años y se ha manifestado al interior del espacio escolar. Asimismo, se ha relacionado con variables como el sentido de pertenencia, la autoeficacia, el miedo al fracaso y el apoyo emocional parental. Por tanto, el objetivo de este estudio fue determinar la relación entre dichas variables. La muestra estuvo compuesta por 3,826 mujeres y se utilizó el cuestionario de PISA 2018, junto con índices de escala (variables). Para comprobar el modelo teórico, se aplicó el análisis de senderos, llegándose a encontrar relaciones directas del sentido de pertenencia, miedo al fracaso y apoyo emocional parental con la violencia escolar, así como una relación indirecta de la autoeficacia con la violencia escolar. En conclusión, es importante que las escuelas tomen en cuenta las variables analizadas para prevenir la violencia escolar contra las mujeres en el bachillerato.

Palabras clave: enseñanza secundaria, escuela, modelo, violencia.

Abstract

Violence against women is a topic that has resonated through the years and this has been manifested within the school space, likewise, it has been related to variables such as the sense of belonging, self-efficacy, fear of failure and the parental emotional support, therefore, the objective was to determine the relationship between these variables. It was a sample of 3,826 women; the instrument used was the PISA 2018 questionnaire and scale indices (variables) were used. To verify the theoretical model, the path analysis was applied, finding direct relationships between the sense of belonging, fear of failure and parental emotional support with school violence and an indirect relationship between self-efficacy and school violence. In conclusion, it is necessary that schools take into account the variables analyzed since they will be preventing school violence in baccaureate women.

Keywords: secondary education, school, model, violence.

Resumo

A violência contra a mulher é um tema que tem repercutido ao longo dos anos e tem se manifestado no espaço escolar. Da mesma forma, tem sido relacionado a variáveis como o sentimento de pertencimento, autoeficácia, medo do fracasso e suporte emocional dos pais. Portanto, o objetivo deste estudo foi determinar a relação entre essas variáveis. A amostra foi composta por 3.826 mulheres e foi utilizado o questionário PISA 2018, juntamente com os índices da escala (variáveis). Para verificar o modelo teórico, aplicou-se a path analysis, encontrando relações diretas entre o sentimento de pertença, o medo do fracasso e o suporte emocional parental com a violência escolar, bem como uma relação indireta entre a autoeficácia e a violência escolar. Em conclusão, é importante que as escolas levem em consideração as variáveis analisadas para prevenir a violência escolar contra a mulher no ensino médio.

Palavras-chave: ensino médio, escola, modelo, violência.

Fecha Recepción: Diciembre 2022

Fecha Aceptación: Mayo 2023

Introduction

Violence has a complex meaning; however, it has come to be defined as the planned use of threat or physical force against one or several people, which possibly causes physical and social deterioration, and also causes many deaths among those who suffer from it (Council of Europe, n.d.; OPS, n.d.).

Specifically, in Mexico, it is well known that there are contexts of violence that affect the population, including children and adolescents, and this violence is also manifested in the educational field (UNICEF, s.f.), being the students themselves who suffer it every day (UNESCO, 2020) and who experience sequelae in their health, education and well-being (OMS, 2020).

In this sense, school violence, which has been described as a type of violence originating from society (Ayala-Carrillo, 2015), is understood as the aggressions carried out inside the school and also has different dimensions. These dimensions can be psychological, physical and verbal, just to mention a few (Gobierno de México, 2016).

Therefore, school violence in Mexico has been established as an important area of research in this space, being precisely the research staff who have discovered its various facets, what causes it, the actors involved and the problems it triggers (González-Medina and Treviño-Villarreal, 2019; Saucedo-Ramos and Guzmán-Gómez, 2018).

Regarding this issue, it is a reality that, to a greater or lesser extent, both women and men can experience violence in schools (UNESCO and UNGEI, 2015). However, women, girls and adolescents belong to a focused group where a greater impact has been observed in this regard (Calle et al., 2017; CLADE, 2016; Ruiz-Ramírez and Ayala-Carrillo, 2016). So much so that in Article 16 of the Ley General de Educación (2019) in Mexico it has been taken for granted that the criteria that should guide education itself will have to be based on those results of scientific progress. Likewise, one must fight, among other things, against violence, especially that which is deployed against women.

In view of these considerations, it is a priority to address this problem, which is highly relevant. Hence, in the present work, the variables of sense of belonging, self-efficacy, fear of failure and parental emotional support and their relationship with school violence in baccalaureate women are analyzed. Findings that have been described in a similar way in other documents, but in women and men (Garcés-Prettel et al., 2020; Lazo-Campos, 2017; UNESCO, 2020; Vallés-Arandiga, 2014).

In this regard, this research is valuable, since women are rarely considered in works focused on violence in the youth population (Valdez-Santiago et al., 2013). Likewise, it is important to analyze the variables in question, since these have been considered and highlighted in the Ley General de Educación (2019), from the SEP (2015, 2021) and the INEE (2016). In addition, by being included and analyzed in a model, it will be contributing to the elimination of this problem and all the results will have a national scope in baccalaureate.

Here it is also meritorious to emphasize that, although the onset of violence experienced by girls and women occurs, among other things, for gender reasons (UNODC, 2021), not all the violence that is deployed against them falls on gender violence (Evangalista-García and Miranda-Juárez, 2018); a remark that is thrown because in this work violence against women will be addressed as such.

Therefore, the question arises: What is the relationship between the variables sense of belonging, self-efficacy, fear of failure and parental emotional support with school violence in baccalaureate women?

Violence against women

Violence against women has been recognized in Mexico and in the world as one of the most serious and constant social problems (UNAM, 2016) and as one of the most developed, tolerated and naturalized violations of human rights that also occurs in against girls and adolescents (UNODC, 2021).

In this sense, when talking about violence against women, reference is made to the different behaviors that are harmful to this population group (Huacuz-Elías, 2010) and that include intimidation or actions that may cause deterioration or psychological suffering, physical or sexual, and that can manifest both inside and outside the school space (CLADE, 2016; ONU MUJERES, 2018).

Along these lines, in the world, one in three women has suffered violence during a certain moment in her life, whereas, in Mexico, it has been two out of three women (UNODC, 2021). Specifically, and in the educational field, according to data from INEGI (2020), of every 100 women aged 15 or over who attended school in the last year, 8 of them experienced emotional violence, 6 suffered an attack physical and 11 suffered sexual violence.

Taking these figures as a reference, a systemic problem can be glimpsed in Mexico that has devastating effects in different areas of both life and society, which is aggravated due to the

absence of public prevention policies (Lomelí-García, 2020; Save the Children, s.f.). Hence the importance of acting, since, indisputably, it is a right for girls and women to have a life free of violence (Secretaría de las Mujeres, 2020).

Sense of belonging and school violence

According to the Real Academia Española (2022a), belonging is the fact of being part, among other things, of an institution, a group or a community. In addition, this refers to the feeling of identification that people have with a specific place (Brea, 2014).

Particularly, for Douglas-Willms (2000), the sense of belonging in the school space is the attachment that the student body has to the educational institution and that includes the feeling of being admitted and esteemed by the same classmates, colleagues and other members in said context.

In this regard, more than a decade ago, from the INEE (2006) it was recognized that women had a more positive sense of school belonging compared to men and it was stated that the promotion of this feeling was valuable to achieve the integration and recognition of the person with their school and with their peers.

Regarding the subject, there are few studies that have investigated the relationship between the sense of belonging to the school and school violence in the academic space (Jiang and Jiang, 2022), and within these are the carried out by Arslan (2021) and Sanmarco et al. (2020), who revealed that the very sense of belonging to the educational institution acted as a protective factor in the face of school violence among young people.

However, Musalem and Castro (2015) pointed out that those school children who had few friends or friends, who lacked a best friend or friend or a friend or friend who took a defensive attitude (aspects of the sense of belonging), could suffer bullying. Similarly, Pitsia and Mazzone (2021) found that higher levels of student school membership were associated with lower levels of bullying and Han et al. (2021) pointed out that bullying was negatively related to the sense of belonging in adolescents.

Similarly, from the Ministerio de Educación y Formación Profesional (2019) and based on information from PISA 2018, it was extended that, when the student body felt part of the school context, there was a lower probability that they would be involved in situations of conflict.

Self-efficacy and school violence

Self-efficacy is the ability that human beings possess by feeling capable of directing their actions towards the achievement of their own goals or to perform a task, based on positive perceptions (Rossi et al., 2020; SEP, s.f.). Regarding this, those people who have high levels of self-efficacy adapt better to different life situations (Velásquez-Fernández, 2009).

Consequently, some authors have pointed out the existence of a relationship between said self-efficacy and a certain type of school violence, evidence that is scarce, as described by Guerra et al. (2017), but which is important to analyze.

Kokkinos and Kipritsi (2012) carried out research on basic education students, in which they revealed that bullying was negatively related to self-efficacy. Likewise, years later, Lazo-Campos (2017) also carried out a study on high school students, in which he found significant relationships between violence or bullying and self-efficacy at the academic level.

In agreement with this, Valois et al. (2017) obtained as a result in certain work, among other things, that being threatened or injured with a weapon inside the school was related to low emotional self-efficacy in adolescents.

Fear of failure and school violence

Fear is the doubt that one has about what can happen and that it is opposite to what is desired (Real Academia Española, 2022b), likewise, failure is defined as an unfortunate, unforeseen and adverse event (Real Academia Española, 2022c). Now, the fear of failure is the way in which people lead themselves to the effects of failure, which comes to influence their commitment and motivation (Nakhla, 2019).

In the educational field, some students are afraid of failure, and therefore neglect their studies, stop trying something and sabotage their chances of success. Therefore, teachers are a key player in this sense, since they are the ones who guide and remind students that it is possible to learn from failure when you experience it (Martin, 2012; NSHSS, 2020).

However, specifically, in the results of PISA 2018 it was revealed that in most of the educational systems in which Mexico was included, women stated that they had a greater fear of failure than men (OECD, 2018).

In particular, the information described in various investigations indicates that school failure and violence, as such, are two serious problems that are immersed in schools and that these are directly related (Álvarez-García et al., 2010; Morcillo -Morcillo, 2012).

Following this line, in the expressions of Prieto-Quezada and Carrillo-Navarro (2009), the manifestations of school failure are presented in the memory of those students who experienced some type of abuse in the educational establishment.

Derived from the review of the literature, an indication has been found that points to the relationship between school violence and the fear of failure (Morales-Segarra, 2009), hence the importance of extending said knowledge on this subject in the present work.

Parental emotional support and school violence

Emotions are simple responses that have expressions at the physiological level, these can be temporary and are a reflection of what the person feels in the face of a certain stimulus they are facing (Barragán-Estrada and Morales-Martínez, 2014). In addition to this, these emotions are shaped from the family context (PNUD and SEMS, 2018).

In this regard, mothers and fathers are the central axis and the most influential in the emotional development of children and adolescents. So much so that when girls and boys receive parental support, they manifest fewer problems both in their behavior and on an emotional level (Henaio-López and García-Vesga, 2009; Oliva-Delgado et al., 2002).

However, the emotional support that mothers and fathers provide to their daughters and sons has been described as the impulse that allows them to achieve a healthy development and that comes to be a support for what they wish to achieve during their time at school. This support has been considered necessary for both girls and boys and adolescents, since they are the ones who need to know that both figures will remain at all times to help them, even when circumstances go wrong or to provide them with guidance when they need it. Likewise, this will allow them to learn to solve problems in the absence of their parents (Sánchez and Dávila, 2022).

In addition to the above, the family is a notable entity that impacts the academic context (Treviño-Villarreal et al., 2021; Treviño-Villarreal and González-Medina, 2022). In this sense, it has been observed how the emotional support that mothers and fathers provide to their daughters and sons is related to school violence, evidence that is scarce but specific. In this regard, Martínez-Ferrer et al. (2008) reported in a certain work that the support provided by the father to the adolescent student body (within which emotional support was included) directly influenced school violence.

Likewise, Orozco-Vargas et al. (2021) reported in the results of certain research work, among other things, that a lack of support from mothers and fathers significantly predicted both school violence and victimization. Similarly, Martínez-Ferrer et al. (2010) made it known that the lack of parental support was associated with conflictive relationships that favored rejection among the students.

This information coincides with that reported by UNESCO (2017), where it was revealed that, in some countries of the world, greater encouragement from the mother and father, as well as the emotional support they provided, resulted in a lower probability that their daughters and sons were victimized by students at school.

Regarding this, Díaz-Gómez et al. (2021) noted a relationship between attachment and the communication that mothers and fathers maintained with their adolescent daughters and sons and school violence. In other words, the higher the level of perception of affection by the student body, the lower the probability of being a victim of school violence.

Relationships between variables: sense of belonging, self-efficacy, fear of failure and parental emotional support

Among other things, the variables described in previous lines have been related in some works. In this regard, Ruiz-Quiroga (2010) stated that the emotional support provided by the family generated a feeling of self-efficacy. In addition, Rodríguez-Garcés et al. (2021) reported that the student body that expressed, among other things, school satisfaction, was the one who had a profile with a greater sense of belonging. In addition, the attributes that distinguished this cluster were the perception of family support, high self-esteem, etc.

Freeman et al. (2007) revealed a certain relationship between self-efficacy and the sense of belonging in students. Specifically, Trujillo and Tanner (2014) reported that both self-efficacy and the sense of belonging, indicated as affective-level aspects of student learning, were associated and interacted in an unknown way.

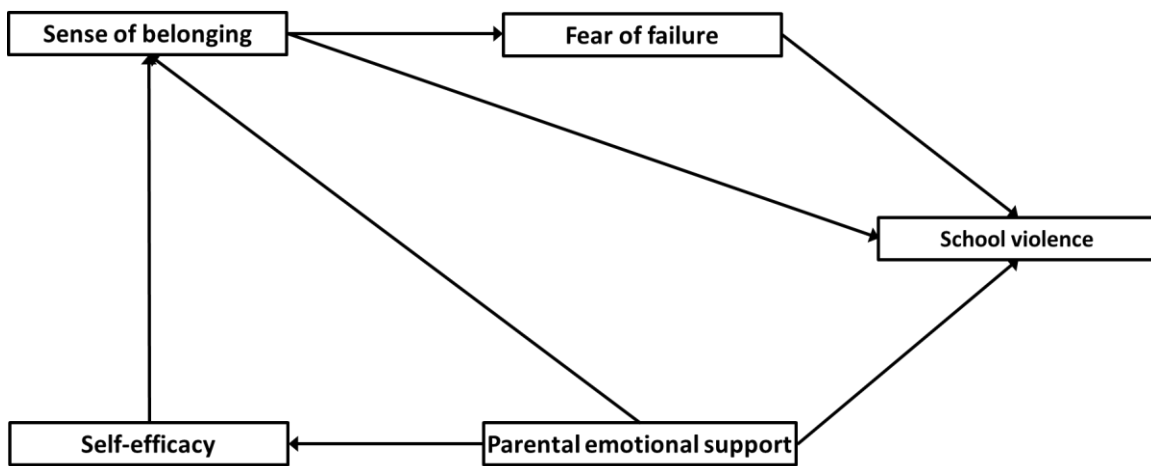
However, Aelenei et al. (2020) stated that in different educational spaces, women manifested a lower sense of belonging and self-efficacy compared to men.

Finally, from the Ministerio de Educación y Formación Profesional (2019) and based on information derived from PISA 2018, it was announced that the sense of belonging to the school gave students various positive feelings, including identity and security (this last

opposite of fear). Also, when this sense of belonging was present, the probability of school failure was very low.

Based on the above, it can be observed that the aspects in question are associated with school violence and, ultimately, with each other. Therefore, the general objective of this study is to determine the relationship between the sense of belonging, self-efficacy, fear of failure and parental emotional support with school violence in baccalaureate women. These relationships are reflected in the theoretical model shown in Figure 1.

Figure 1. Theoretical model



Source: Prepared by the authors, including information collected from PISA 2018.

Materials and methods

In the present investigation, the variables and the students analyzed were not controlled, so it was a type of non-experimental study (Hernández-Sampieri et al., 2018). In addition, it was observational and the variables of young people were measured at a moment in time; therefore, it was classified as transversal (Rodríguez and Mendivelso, 2018). Also, the relationship between the proposed variables was determined, therefore, it was classified as quantitative and correlational research (González et al., 2020).

The sample consisted of a total of 3,826 women who were enrolled in baccalaureate in Mexico during the first semester of 2018 and who were evaluated with the Program for International Student Assessment (PISA) 2018. Age mean and standard deviation was 15.8 years and 0.3 years, respectively.

The instrument used was the PISA 2018 questionnaire applied to students, of which some scale indices (variables) already established in the theoretical framework were used; these variables and the questions that were used to construct them are shown in Table 1 (OECD, s.f). Table 2 shows a summary of the statistics of each of the variables; positive values indicate that the students showed greater school violence, self-efficacy and a greater sense of belonging, fear of failure and parental emotional support. These variables also presented a Mardia coefficient of 58, therefore, the multivariate normality criterion was met.

Here, it is important to mention that school violence was the one that had the highest amounts with respect to the other variables, this, in terms of the minimum and maximum values (Table 2); however, on average, said violence was located only above the sense of belonging, ranking number four.

Table 1. Variables and questions

Variables	Questions	Likert scale
School violence	<p>During the past 12 months, how often have you had the following experiences in school?</p> <ul style="list-style-type: none"> • Other students left me out of things on purpose. • Other students made fun of me. • I was threatened by other students. • Other students took away or destroyed things that belonged to me. • I got hit or pushed around by other students. • Other students spread nasty rumours about me. 	<ul style="list-style-type: none"> • Never or almost never • A few times a year • A few times a month • Once a week or more
Self-efficacy	<p>To what extent do you agree with the following statements?</p> <ul style="list-style-type: none"> • I usually manage one way or another. • I feel proud that I have accomplished things. • I feel that I can handle many things at a time. • My belief in myself gets me through hard times. • When I'm in a difficult situation, I can usually find my way out of it. 	<ul style="list-style-type: none"> • Strongly agree • Agree • Disagree • Strongly disagree
Sense of belonging	<p>To what extent do you agree with the following statements?</p> <ul style="list-style-type: none"> • I feel like an outsider (or left out of things) at school. • I make friends easily at school. • I feel awkward and out of place in my school. • Other students seem to like me. • I feel lonely at school. 	
Fear of failure	<p>How much do you agree with the following statements? When I am failing:</p> <ul style="list-style-type: none"> • I worry about what others think of me. • I am afraid that I might not have enough talent. 	

	<ul style="list-style-type: none"> • This makes me doubt my plans for the future. 	
Parental emotional support	<p>To what extent do you agree with the following statements? My parents:</p> <ul style="list-style-type: none"> • Support my educational efforts and achievements. • Support me when I am facing difficulties at school. • Encourage me to be confident. 	

Source: Prepared by the authors, including information collected from PISA 2018.

Table 2. Variables and questions

Variable	Minimum	Maximum	Mean	Standar deviation	Asymmetry	kurtosis
School violence	- 0.782	3.859	0.107	0.948	1.244	0.934
Self-efficacy	- 3.168	2.369	0.413	1.049	0.247	- 0.220
Sense of belonging	- 3.237	2.756	0.009	1.039	0.723	1.577
Fear of failure	- 1.894	1.891	0.135	0.988	- 0.063	- 0.386
Parental emotional support	- 2.447	1.035	0.155	1.020	- 0.761	- 0.590

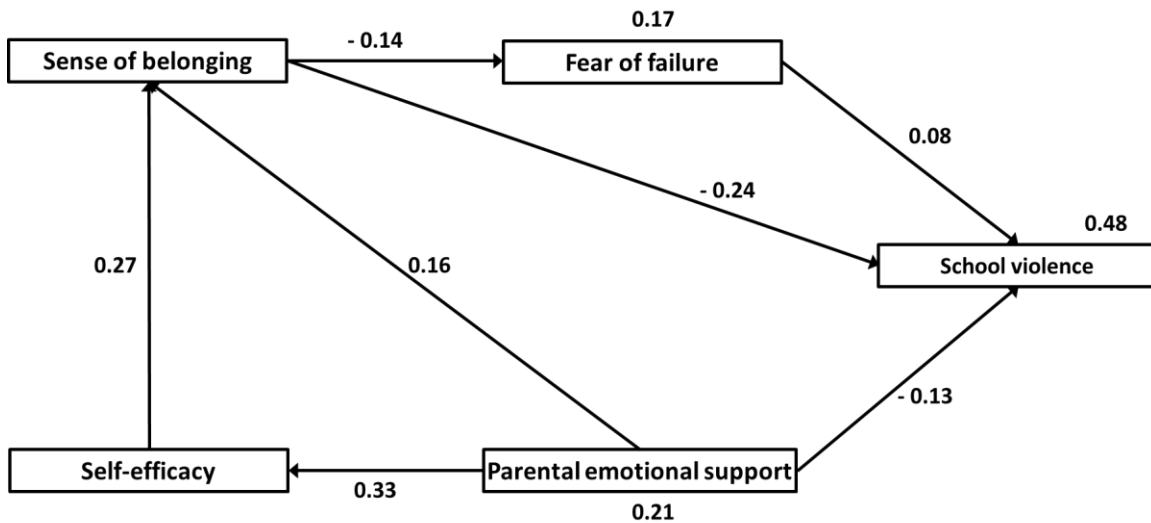
Source: Prepared by the authors, including information collected from PISA 2018.

To verify the theoretical model, the Path analysis technique was applied to evaluate the proposed relationships. In addition, the absolute goodness of fit statistics ($\chi^2/g.l. < 3$) (Hair et al., 1999) and root mean square of the approximation error (RMSEA < 0.05) and the comparative fit indices CFI ≥ 0.95 and Tucker-Lewis (TLI ≥ 0.95) (Bentler, 1985; Byrne, 2001). Also, the coefficient of determination (R^2) of the model was obtained. The results were considered statistically significant for a p-value < 0.05 . Statistical analyzes were carried out using SPSS 27 and AMOS 27 software.

Results

Figure 2 shows the results of the route analysis, in addition to the statistics: $\chi^2/g.l. = 1.558$, RMSEA = 0.000 with a 90% confidence interval (0.000;0.039), CFI = 0.999, and TLI = 0.998. In addition, $R^2 = 0.48$, that is, fear of failure, sense of belonging, self-efficacy and parental emotional support explain 48% of the variation in school violence. The values of the statistics show that the fit of the model is optimal.

Figure 2. Route analysis results



Source: Prepared by the authors, including information collected from PISA 2018.

The parental emotional support variable had a direct effect on school violence, self-efficacy and the sense of belonging of -0.13, 0.33 and 0.16, respectively. In other words, most of the students who had parental emotional support also presented a drop in school violence and an increase in self-efficacy and the sense of belonging. Parental emotional support also had an indirect effect on the sense of belonging, fear of failure and school violence of 0.0891, -0.0349 and -0.0412, respectively. That is, those students who received parental emotional support presented a better sense of belonging, less fear of failure and a decrease in school violence.

For its part, self-efficacy had a direct relationship with the sense of belonging of 0.27. That is, in those students who improved their self-efficacy, their sense of belonging grew. Indirectly, self-efficacy presented an effect on fear of failure and school violence of -0.0378 and -0.0678. In other words, the students who had a better level of self-efficacy presented a lower fear of failure and a decrease in school violence.

However, the sense of belonging had a direct effect on school violence of -0.24 and on the fear of failure of -0.14. That is, the students who had a greater sense of belonging experienced less school violence and less fear of failure. Regarding the indirect relationship of the sense of belonging in school violence, this was -0.0112. In other words, having a better sense of belonging decreased school violence.

Finally, the fear of failure had a direct relationship of 0.08 in school violence. In other words, most of the students who had less fear of failure also presented a decrease in school

violence.

Discussion

With the above, the relationship between the variables sense of belonging, self-efficacy, fear of failure and parental emotional support with school violence towards women in baccalaureate is taken for granted.

Specifically, parental emotional support was related to school violence, as described by Díaz-Gómez et al. (2021), Martínez-Ferrer et al. (2008) and Martínez-Ferrer et al. (2010); likewise, Orozco-Vargas et al. (2021) noted that lack of parental support was a significant predictor of school violence and victimization.

In this sense, the information presented by UNESCO (2017) is also coincident, since from here it came to be addressed that greater parental emotional stimulation resulted in a lower probability that daughters and sons would experience school violence.

On the other hand, self-efficacy was related to school violence indirectly, this, through fear of failure. In this sense, in some works reported by other authors, even though they are scarce, similar relationships between these two variables were revealed directly (Guerra et al., 2017; Kokkinos and Kipritsi, 2012; Lazo-Campos, 2017). Specifically, Valois et al. (2017) pointed out that receiving threats or being injured with a weapon at school was related to low self-efficacy in adolescents.

In addition, the sense of belonging was related to school violence, a novel evidence (Jiang and Jiang, 2022) and similar to that reported in other works (Han et al., 2021; Ministerio de Educación y Formación Profesional, 2019; Musalem and Castro, 2015).

Specifically, Arslan (2021) and Sanmarco et al. (2020) went so far as to affirm that the sense of belonging itself operated as a protective factor against school violence and Pitsia and Mazzone (2021) asserted that the higher the level of school belonging, the lower the level of bullying.

However, fear of failure was also related to school violence, an equally novel evidence since in the literature reviewed the information on this relationship is scarce (Morales-Segarra, 2009).

Finally, in the present work, various relationships were found between the variables parental emotional support, self-efficacy, sense of belonging and fear of failure, this being similarly reported by Ruiz-Quiroga (2010), Rodríguez-Garcés et al. (2021), Freeman et al. (2007),

Trujillo and Tanner (2014), Aelenei et al. (2020) and from the Ministerio de Educación y Formación Profesional (2019) based on information from PISA 2018.

Conclusions

Following this line, the variables aimed at preventing violence against women in baccalaureate are disclosed below.

Initially, and in what corresponds to parental emotional support, it is relevant that both mothers and fathers support the efforts and educational achievements of their daughters during their transit through baccalaureate, likewise, it is notable that they provide support at times when they come to face difficult situations in the educational establishment, in addition to encouraging them to have confidence in themselves; such actions will certainly be preventing school violence.

On the other hand, and with reference to self-efficacy, it is necessary that the students feel proud for having achieved things, have the conviction that they can handle different situations at the same time, believe in themselves and that this leads them to overcome moments difficult, know the way out of an equally difficult situation and can give solutions to aspects that arise in life. These actions, ultimately, will result in less fear of failure and, consequently, school violence will be prevented.

However, under the guideline of the sense of belonging, the figures that act as authorities within the school spaces should carry out actions that are aimed at maintaining both the integration of the student body and camaraderie, in such a way that the students do not feel strange or alone in these scenarios, but on the contrary, they feel comfortable, make friends easily, maintain a harmonious coexistence and feel part of the school.

Finally, in what corresponds to the fear of failure, it is pertinent that baccalaureate students have a more optimistic vision of life, recognize that failing at something does not have to be a negative experience, and that, therefore, they should not worry about what other people think of them in certain situations, it would also be convenient to point out to them that they should not be afraid of not having enough talent and to avoid questioning their plans for the future.

In conclusion and taking into account what has been described, it is irrefutable that the school violence experienced by baccalaureate women can be prevented, but for this, it is necessary to forge changes both on a personal level, that is, of the students themselves, and of their

mothers, fathers and the teaching staff who work in the educational institution; in other words, the generation of positive changes in regards to their sense of belonging, self-efficacy, fear of failure and parental emotional support will contribute to the promotion of peaceful coexistence in the spaces of the educational level analyzed.

Future lines of research

Once it was determined how the proposed variables are related to school violence, the development of a longitudinal study is proposed, in which the following are developed as new lines of research in baccalaureate women: 1) socio-emotional skills and their relationship with school violence and 2) emotional stability and its relationship with school life, among others.

Limitations

The present investigation focused on women who attended baccalaureate in Mexico, therefore, one limitation was that the findings are valid only for this population group. Another limitation was that it was not possible to determine how the proposed variables were related to school violence according to the type of school system (public or private).

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