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## LENSES OF DIRECTIVE SUPERVISION

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*"There had to be some thread or theme to control our diversification,  
otherwise, we would just become a big wild conglomerate."*

*Bob Cizik*

### ABSTRACT

This study presents the different situations that equip the school principals with directive supervisory skills in enhancing the productivity, quality and morale of teachers who have the direct control of the recipients of education in the grass roots level.

This research applied sequential mixed method for the astute investigation of various situations in the school setting for the purpose of finding out, analyze and assess the directive supervision practiced by the principals towards teachers' productivity, quality and morale, through employing statistics that calculate the extent how the school principal performs the tasks suited to directive supervision. This research also used metaphors to explain the perspective of the respondents in Directive Supervision. The views were explained as "Lenses

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of Directive Supervision". These includes: hammer- supervision as a driving force, compass- supervision as directing, shepherd supervision as guiding and darts- supervision as targeting.

The findings revealed that time management and attendance are the top factors needed by the school principals in their directive supervision style of management towards teachers' productivity, while as to teachers' quality, individual duties and responsibilities, career advancement and research development plays a big role, finally as to teachers' morale, teachers' workload have a high impact on the directive supervision of principals. So, it is very evident that in order to make teachers productive with quality output and high morale, emphasis and considerations must be weighted to time management, attendance, individual duties and responsibilities, career advancement, research development and work loads of teachers.

The lenses of directive supervision through metaphorical statements contribute to a more meaningful understanding on how principals perform supervision towards his teachers.

**Keywords:** *Directive supervision, principal, teachers, productivity, quality, morale, metaphors, lenses*

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## INTRODUCTION

Supervision of teachers is an important part of both pre-service and in-service teacher education programs, and teacher educators have a wide choice of supervisory behaviors which they can use in the process of training (Ekyaw, 2014). In the light of producing quality products of high morale, consequently classroom manager should be properly trained and closely supervised and monitored by the school head. Whatever be the outcome of the instruction delivered by the teachers is the outcome of the supervision of the school head or principals. Further, supervisory skills of principals could lead teachers to move to the direction of becoming productive, and work with quality and high morale as an equipment in the educative process. Likewise, directive supervision (Glickman, Gordon, & Ross-Gordon (2014) as one of the approaches in differentiated supervision model is more structured and the supervision is directed by the supervisor, thus, the outcome is a supervisor's assigned plan. Primarily, school principals must gear their innate skills in managing diverse teachers by applying all the theories and principles in administering and supervising teachers.

In terms of teachers' quality performance, directive supervision (Rettig, Lampe & Garcia, 2000) is used when either the faculty member is very new and needs more directive guidance, or when the faculty member is struggling and needs close monitoring and/or guidance, which the supervisor should use supervisory behaviors as reinforcing, standardizing and directing. However, the notion of trust between supervisors and supervisees has been discussed (Henson, 2010; Nolan & Hoover, 2008; Zepeda, 2012, 2017), as it is said that, amazing things happen when you make people feel they are valued individuals because they

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



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are trusted to come up with the products aligned to the goals, vision and mission of the organization.

Notably, fluent principals in all aspects who is of high regard of their subordinates most specially of their teachers earned trust, thus influenced teachers to perform very well as expected of them by their supervisor, indeed redound to making themselves of high regard too both in quality and morale.

Noteworthy findings surfaced in discussion about how ineffective student teachers are supervised. First participants described remediation processes as compartmentalized and timeline driven. Description aligns with the directive approach, in which supervisors emphasized what must be achieved to reach proficiency, and the supervisory relationship is more autocratic than collaborative (Glickman, 1990; Glickman et al., 2005; Zepeda, 2007, 2012). Principals who used the directive control approach with struggling novice teachers outline expectations for acceptable performance and use formal plans of remediation to document assistance (Rettig, Lampe & Garcia, 2000). This applies not only to novice teachers but also to practiced teachers, to maintain teachers' performance to the maximum as expected of the school stakeholders towards producing quality products competitive in all walks of life in the diverse culture of the fast-improving society brought about by the fast evolution of highly technical industry, the very reason why directive supervision should be given strong emphasis by the school principals.

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## LITERATURE REVIEW

### Directive Supervision

Directive supervision applied to instructional supervision come across with instructional leadership which occur when principals monitor teachers by formally and informally visiting classrooms collecting data about their performance and then meet with teachers to discuss data and align identified teacher wants or needs to professional development (DiPaola & Hoy, 2008; Oliva & Pawlas, 2001; Sullivan & Glanz, 2000; Zepeda, 2012). The first-time teacher encounter supervision, similar to the kind they receive from principals, is during the semester in which they student teach (Caires & Almedia, 2007; Ediger, 2009). As principals routinely visit teachers' classroom to provide coaching and feedback, they engage a formative supervision (Hinchey, 2010; Matthews and Crow, 2010.).

A powerful precursor to effective supervision is trust between teachers and principals (DiPaola & Hoy, 2008). If principals can build a trusting supervisory culture, teachers are more apt to be collaborative and open with each other, as well as reflective about their need for improvement (Hoffman, Sabo, Bliss & Hoy, 1994).

Aseltine, Faraniarez & Rigazio-DiGilio (2006) stated in his study that "without quality feedbacks, teachers are unable to reflect above their practice which in turn discusses their desire to improve". Advocates of a directive style (e.g., Hogan et al., 1994; S. E. Murphy & Fiedler, 1992; Sagie, 1996; Sagie et al., 2002) have argued that high directiveness can help encourage school-staff teams to rise to challenging goals and achieve high rates of performance (Cropanzano, James, & Citera, 1993; Fiedler & House, 1988). These leaders

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promote monitoring explicit milestones, which convert school objectives into interim goals, and serve as guides for teachers (Eisenhardt & Tabrizi, 1995; Jelinek & Schoonhoven, 1990; Wheelwright & Clark, 1992). Such predetermined standards may aid teachers to resolve unnecessary ambiguity and uncertainty, which in turn might enhance teachers' in-role performance. Furthermore, highly directive leaders enhance goal attainment by serving as a source of feedback for teachers (McDonough & Barczak, 1991). Therefore, from this perspective, monitoring, evaluation, and control activities seem closely connected, interwoven within a systematic cycle, which helps teachers methodically to fulfill their roles; formal reviews foster critical assessments, which inform major decisions (e.g., continue/terminate pedagogical project, resource allocation); and directive control allows leaders to adjust school project resources and objectives as necessary (Rosenau & Moran, 1993). All these activities might contribute to increasing teachers' in-role performance.

## MATERIALS AND METHODS

This study involves sixteen (16) public school principals from the Division of Caloocan, Malabon, Navotas and Valenzuela (CAMANAVA).

These principals were asked to participate in the study through a checklist in which indicators in teachers' productivity, quality and morale where Directive Supervision is practiced are listed.

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On the other hand, qualitative research through phenomenological approach were used to capture real-life views from the respondents to explain Directive Supervision through metaphorical statements.

This study draws from sequential exploratory mixed method of Research (Creswell 2014) where qualitative data collection and analysis occurs first, followed by quantitative data collection and analysis. A three-dimensional approach of gathering data was employed. First is the researcher-made checklist consisted of two parts to gather the necessary information needed in the conduct of the study. These instruments were developed by the researcher and validated by the experts.

The first part of the instrument is a demographic information of the respondents consisting of the respondents and school profile such as current position, years held the current position, age, gender, civil status, highest degree earned, description of school, current school enrolment and number of teachers under their supervision. The second part of the instrument consists of the indicators in teachers' productivity, quality and morale where Directive Supervision is generally practiced by the school head. Items were based from the researchers' readings on supervision and leadership. To avoid neutral answer which more or less no opinion on the part of the respondents, the researcher used four-point response modes ranging from (4) Strongly Agree to Strongly Disagree (1). The items in the instrument were gathered from various sources of literature and studies which were validated by graduate school professors, retired and currently on service school heads and Education Program Supervisor of Schools Division Office.

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The questionnaire was sequentially supplemented with qualitative semi-structured interview. The 16 public school principals were asked their views on Directive Supervision entailed to four metaphors: hammer, compass, shepherd and darts. It lasted between 15 to 20 minutes.

Proper protocol was observed in the conduct of the study. The researcher sent request letter to administer questionnaire to the Department of Education Regional Office since the respondents of the study covers four schools in the Division of Caloocan, Malabon, Navotas and Valenzuela (CAMANAVA). Request letters were also given in each Schools Division Offices and schools where the study is to be conducted.

Copies of the research instruments were distributed per school and retrieval was set according to the availability of the respondents and completion of the said documents.

Responses from the school heads on the first part of the research instrument were treated statistically to be able to analyze how school heads practice Directive Supervision in enhancing teachers' productivity, quality and morale.

The data gathered from the survey questionnaire were treated by the following statistical tools: (1) percentage frequency distribution to analyze the profile of the school heads; (2) weighted mean with descriptive ratings to analyze the directive supervision of school principals; and (3) standard deviation to determine the divergence of responses from the mean.

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A four-point scaling technique is used such as 4 (strongly agree with levels 3.26 – 4.00), 3 (agree with levels 2.51 – 3.25), 2 (disagree with levels 1.76 – 2.50) and 1 (strongly disagree with levels 1.00 – 1.75).

Entailment on the four metaphors namely hammer, compass, shepherd and darts as to how they view Directive Supervision were transcribed to be able to categorize and thematize significant views from the respondents.

## RESULTS AND DISCUSSION

From the analyses conducted, four metaphorical themes manifested as to how principals view Directive Supervision in enhancing teachers' productivity, quality and morale using hammer, compass, shepherd and darts as metaphors. Perspective of the respondents were explained as "Lenses of Directive Supervision". These includes: (a) hammer- supervision as a driving force, (b) compass- supervision as directing, (c) shepherd- supervision as guiding and (d) darts- supervision as targeting.

Interestingly, the sixteen principals, principals A to P as the respondents of the study have common views of Directive Supervision as compared to a hammer, compass, shepherd and darts. They view directive supervision as a hammer, a driving force in schools that they used to lead. Leaders like principals who practiced directive supervision among his subordinates serves as a driving force for every endeavor they want to achieve and supervises them directly when need arises.

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The first interesting theme manifested is Directive Supervision entailed as a **hammer**; a *driving force* practiced by the school head.

Principal A said:

*"In the delivery of instruction, teachers opt to repeat, emphasize and reteach the lesson for mastery. Like a hammer there is a need to repeatedly hit the critical mindset of the millennial learners".*

The school principal supervises his teachers to ensure that holistic learning takes place in the school. Though described as forceful or characterizes repetitive action, it is being practiced by the school head when they know that the teachers have potentials and need to be enrich and enhance. School heads need to push them for the benefit of the teacher himself, the learners and the school.

Principal L said:

*"Directive Supervision as a hammer is considered as school heads' mighty possession".*

Directive Supervision as a hammer symbolizes interest and encouragement but tough power at the same time which sometimes draws an immediate and tough gap also between the teacher and the school head. The principal hits the heart of the teachers through supervision.

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On the other hand, there are nails that needs to get strong and repeated force. Just like teachers. In this case, directive supervision as a hammer entail hurt and pain. A leader could hurt his subordinates. If things go wrong, he can punish an offender.

Supervision can be objective and yet be human. Supervision can be creative and yet be thorough. It can be cooperative and yet not shirk responsibilities. It can recognize the importance of individuals and yet retain instructional standards. It can give help and yet not be dictatorial (Glickman, 2014; Glanz, 1996)

Meanwhile, Directive supervision is also compared to a **compass** that has something to do with *directing*. In the interview conducted, Principal C uttered:

*"The compass is used to give direction to lead a navigator".*

Compass can detect even the smallest twists and turns. It is a key element to long distance voyages. Directive Supervision of principals are likened into compass, they direct the way to accomplish things into a higher level.

Compasses come in a variety of shapes and sizes depending on their intended use. Comparatively, the way the school head supervises teachers also come in different way. In every trip, the navigator uses compass even when moving though terrain such as forest, deserts, seas and other open unsettled terrain. Likewise, in school, sailing on the world of change and innovation need a school head who provides more vision and direction. The navigator should keep the compass level despite the motion of the ship. Just like in schools; despite shaking situations, principals direct the teachers through Directive Supervision.

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On the other hand, Principal A concurred:

*"In order to achieve recognition and awards in academic and non-academic aspects, the compass can be used to give direction on how to maintain competitive spirit in the Division, Regional and National standing".*

Directive Supervision as practiced by the school head directs and when they do, they tend to give feedback and reflections. Trying to turn problems to opportunities to learn and grow. Turning weakness into strengths.

The third theme which emerged is Directive supervision as a **shepherd**—the idea of *guiding*.

The primary responsibility of the shepherd is to provide guidance for the flock. So none would be lost. They give sustenance. Shepherds walk with his flock through difficult times, keeping watchful eye out of harmful things. They guarantee sufficiency of fields to graze his sheep.

Principal O said:

*"Directive supervision of school heads is like a shepherd, and his teachers, the herds of flock to be fended".*

As a leader of the school, they create an environment where teachers can be fed with needed nourishment for their growth, keeping them moving and learning new things.

In the field, there are times when sheep find it hard to look for their food and clean water to drink. This is the time when the shepherd becomes more directive. Just like in

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schools, school head becomes more personally involved in ensuring smooth flow of operations in all his areas of concern. Giving supervision with a balance of rectification and solace.

Finally, Directive Supervision can be compared to a **dart**—the action of *targeting*.

Darts as a sport has the goal of hitting the bullseye right in the middle of the dartboard. As a general practice, it is not all the time that in just one toss, you are able to hit your goal. That's why, the one who used to play should treat every toss as a learning experience and improvement.

Directive Supervision viewed as darts by the respondents is closely related to target. Principal C said:

*"The school head targets the school mission and vision just like darts—targeting the highest increase in terms of quality standards and school management".*

Like darts as instruments to move quickly in a particular direction, the school head is expected to be visionary to hit the target. When they practice directive supervision, they are like coaching like an arrow aiming for the same goal or vision. The school heads supervise the teachers likened to darts, not giving up for every landslide toss. Rather, continually aiming and focusing for better results.

All of the ideas presented were drawn from the views of the respondents. The above-mentioned descriptions provide an area of exploration for the researcher to fully analyze the perspective of the principals about Directive Supervision.

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**Conceptual Framework**



**Figure 1. Emerging Roles of Principals based on this study: Lenses of Directive Supervision**

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The typical school principals as school heads held their position from 1 to 5 years. About fifty-six (56) percent of them are above 50 years of age in which seventy-five (75) percent are females who outnumbered the males by fifty (50) percent. More than ninety-three (93) percent are married. More than fifty (50) percent obtained their respective doctorate degrees. There are around twelve (12) percent who are pursuing doctorate units while around thirty (30) percent are master's degree holders. Around sixty (60) percent are managing elementary schools. The estimated average enrolment in every school is 3,400 while for the number of teachers is 11.

**Table 1 School Principals' Assessment on Their Directive Supervision**

<b>Teachers' Productivity</b>	Weighted Mean	Descriptive Rating	Rank	Standard Deviation
1. Delivery of instruction	3.75	Strongly Agree	2	0.45
2. Curriculum implementation	3.56	Strongly Agree	4	0.51
3. Utilization of instructional materials	3.63	Strongly Agree	3	0.50
4. Classroom management	3.44	Strongly Agree	5	0.63
5. Time management and attendance	3.81	Strongly Agree	1	0.40
<b>Average</b>	<b>3.64</b>	<b>Strongly Agree</b>		<b>0.50</b>

<b>Teachers' Quality</b>	Weighted Mean	Descriptive Rating	Rank	Standard Deviation
1. Individual duties and responsibilities	3.56	Strongly Agree	2	0.51
2. Career advancement	3.56	Strongly Agree	2	0.73
3. Research development	3.56	Strongly Agree	2	0.51
4. Adherence to Code of Ethics	3.50	Strongly Agree	4.5	0.52
5. Attendance to trainings and seminars	3.50	Strongly Agree	4.5	0.52
<b>Average</b>	<b>3.54</b>	<b>Strongly Agree</b>		<b>0.56</b>

<b>Teachers' Morale</b>	Weighted Mean	Descriptive Rating	Rank	Standard Deviation
1. Teachers' workload	3.75	Strongly Agree	1	0.45

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2. Performance standards	3.56	Strongly Agree	2	0.51
3. Promotion and incentives	3.38	Strongly Agree	4	0.62
4. Recognition and awards	3.44	Strongly Agree	3	0.63
<b>Average</b>	<b>3.53</b>	<b>Strongly Agree</b>		<b>0.55</b>

Table 1 presents the indicators where directive supervision is generally practiced by the school head. In terms of teachers' productivity, the school heads strongly agree to all the indicators. A highest weighted mean of 3.81 is observed from the indicator "time management and attendance" with a standard deviation of 0.40 while a lowest weighted mean of 3.44 is noticed from "classroom management" in last rank with a standard deviation of 0.63.

In terms of teachers' quality, the school principals also strongly agree to all indicators. Three equal weighted means of 3.56, all ranked 2<sup>nd</sup> are observed from the indicators "individual duties and responsibilities (SD=0.51)," "research development (SD=0.51)" and "career advancement (SD=0.73)." Two equal weighted means of 3.50 are noticed from the indicators "adherence to Code of Ethics (SD=0.52) and attendance to training and seminars (SD=0.52).

As to teachers' morale, the school principals still strongly agree to all of the indicators. The indicator "teachers' workload" is ranked 1<sup>st</sup> with a weighted mean of 3.75 and standard deviation of 0.45 while a lowest weighted mean of 3.38 in last rank is assigned to "promotion and incentives" with a standard deviation of 0.62.

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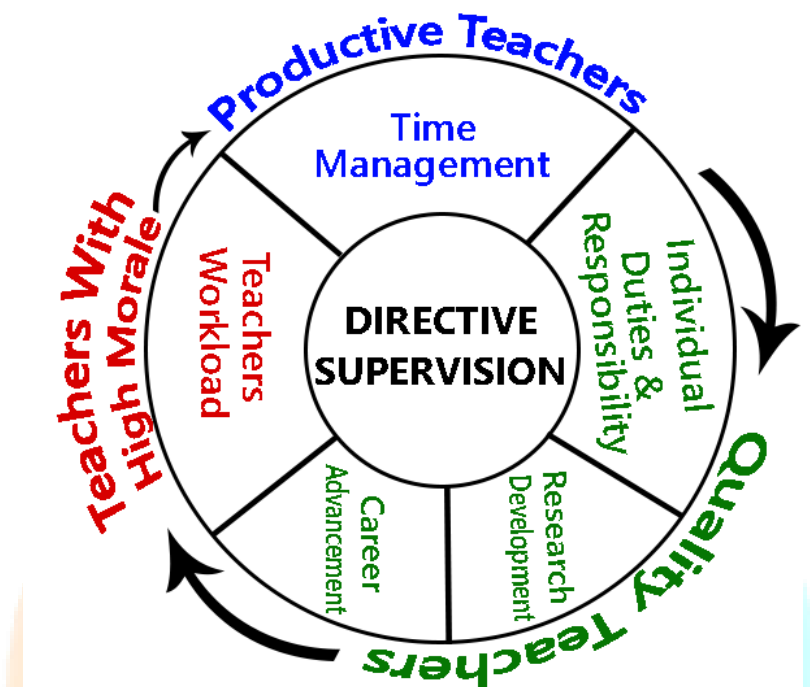
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**Figure 1.1 Directive Supervision framework towards teachers’ productivity, quality and morale based on this study.**

Thus, supervision coming from the school head is necessary to ensure time on task, for teachers who failed to manage their time, duties and responsibilities in school and is unlikely to grow himself professionally is impossible to make significant development in the classroom programs. The school head should make teaching possible by stimulating desired changes in the professional behavior of the teachers.

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As shown in the findings, the common views evolved from the metaphors uncovered substantial insights about Directive Supervision. It emphasizes different situations in school where it is best practiced. Our educational system nowadays becomes more dynamic and competitive, leaders face challenges which includes meeting persistent demands for continuous changes in school and better in-role performance, thus supervision should be responsive in these diverse demands.

Interestingly, school heads viewed directive supervision as a hammer, characterizes repetitive action with a purpose of enriching and enhancing potentials through supervision. This is specially employed when teachers lack volitional skills. Another is Directive Supervision as a compass, school heads direct his people. They point out to where they should go. The school head also viewed Directive Supervision as shepherd, they guide and protects. Shepherds walk with the flock through thick and thin. In like manner, the school head supervises his teachers even at some times, the going gets tough. They have a vision and move toward it. Moreover, the school heads viewed Directive Supervision as darts, aiming on the target as they move quickly, coaching teachers towards one goal.

All teachers need differentiated support and assistance to improve teaching and learning. Several time-tested approaches to supervision can be utilized to address the diversity of the supervisory need of teachers. Directive supervision whether intensive or informational may lend very well for beginning and inexperienced teachers, experienced teachers who are having difficulties and teachers who are performing well but need direct intensive guidance

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



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on new innovations (Basic Education Sector Reform Agenda Teacher Education Development, 2010).

The result signified that time management and attendance being 1<sup>st</sup> ranked geared teachers toward productivity, while classroom management, ranked last since to create good classroom management, teacher should come to their classes on time, a fact that attendance and time management make possibilities on the delivery of the required skills prescribed in the curriculum. An amount of lost instructional time reduce productivity in an organization, while teachers' visibility redounds to a well- managed classroom, a reality in the school settings that students without their teachers are idles and unruly. As to the teacher's quality, defined individual duties and responsibilities, supported career advancement and research development, in the findings being ranked 1<sup>st</sup> are the genuine factors that alleviate professional standing of teachers.

Eventually, due to all school principals in this study strongly agreed on their directive supervision as to teachers' morale that favored teachers' workload to ranked first while promotion and incentives ranked last, are the indication that work load affects the morale of a teacher, the kind of work load assigned to teachers may either boost upon down teachers' morale, while promotion and incentives being ranked last towards teachers' morale are not the priority of teachers and even by the principals These are the reasons why the researcher conducted the study on directive supervision of school principal towards teachers productivity, quality and morale, to find ways on how directive supervision could maximize productivity, quality and morale among teachers , which relates to an advocates of a directive

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style (e.g., Hogan et al., 1994; S.E.Murphy&Fiedler, 1992; Sagie, 1996; Sagie et al., 2002)

who have argued that high directiveness can help encourage school-staff teams to rise to challenging goals and achieve high rates of performance (Cropanzano, James, & Citera, 1993; Fiedler & House, 1988).

## CONCLUSION

This study extends a deeper understanding of Directive Supervision expressed through the use of metaphors. Findings show that different situations in school need directive supervision from the school head.

Based on the results of the interview conducted, school head viewed directive supervision as a hammer, characterizes tough power and force but repetitively takes action to enrich and enhance potentials through supervision. Another is Directive Supervision as a compass, school heads direct his people, seeing to it that they are able to reach destinations in spite of twists and turns and shaking situations along the way. The school head also viewed Directive Supervision as shepherd, they guide and protects. They nurture. But establish and maintain boundaries at the same time. Moreover, the school heads viewed Directive Supervision as darts, aiming and focusing on the target as they move quickly, coaching teachers towards one goal. Directive Supervision of school head implies many significant roles in accomplishing short term and long-term goals of the school. The understanding of school heads' metaphors of Directive Supervision as a product of their everyday operations in the

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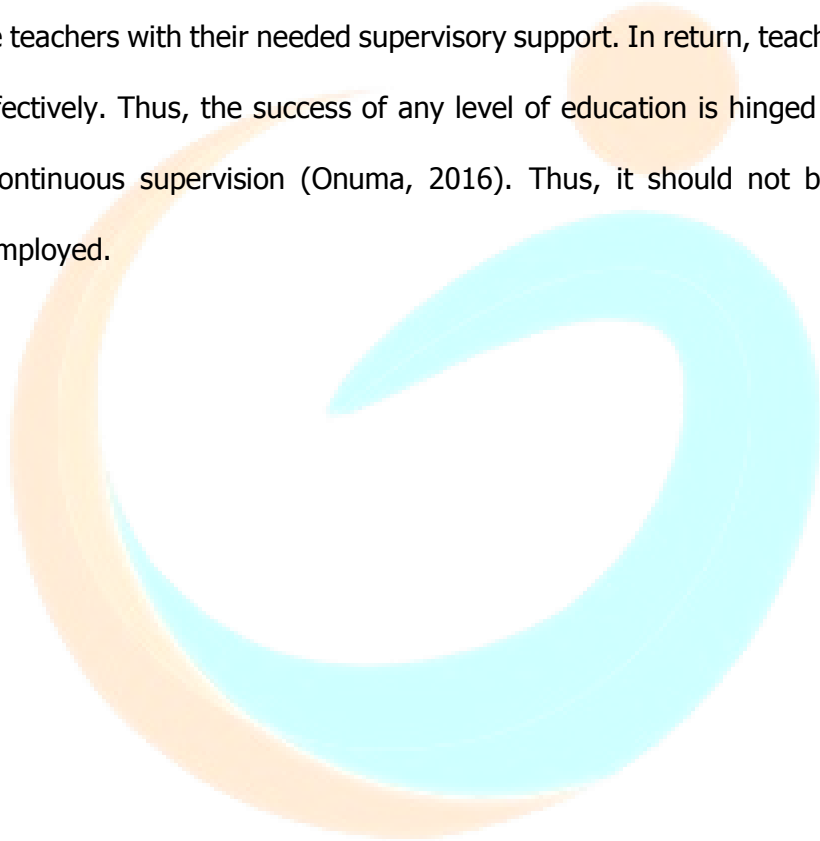
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school has substantially provided the researcher a way to examine how they touch the lives of their teachers through supervision.

As shown in the findings of the study, identifying situations in the school where Directive Supervision is generally practiced by the school head serves as a pivot ground for effective supervision practices. School heads occupying the central position in the school should provide teachers with their needed supervisory support. In return, teachers will be able to function effectively. Thus, the success of any level of education is hinged on the quality, regular and continuous supervision (Onuma, 2016). Thus, it should not be neglected or ineffectively employed.



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