



IMPLEMENTATION OF SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM TOWARDS A CONTEXTUALIZED ACTION PLAN

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ABSTRACT

This study evaluated the Physical Education instruction in public senior high schools of San Juan East and West Sub-Offices for the School Year 2022-2023. 17 SHS physical education teachers served as the respondents for the descriptive research design. Self-constructed questionnaire was used as the data gathering instrument to answer the research questions. Following tabulation, statistical treatment, analysis, and interpretation of the data, the following findings emerged.

Schools also recognized the vital role of curriculum and program objectives, qualifications of teachers, equipment and physical facilities, and recreation, sports, and wellness in implementing quality PE program in senior high schools. Teachers utilized cooperative learning strategies, considered students' interests and capacities, and provided conducive learning environment to support quality physical education instruction.

Further, the PE program in SHS is properly supported by instructional leaders and school administrators. There is also a significant relationship between the PE instruction and the level of support of instructional leaders and school administrators. Finally, the contextualize action plan

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consists of several activities helpful in addressing the quality of PE program in the senior high school level.

Keywords: *Physical education, SHS, contextualized action plan*

INTRODUCTION

The new Senior High School (SHS) curriculum is a crucial step in enhancing the Philippines' international standards and competitiveness. As a learner-centered curriculum, it establishes the foundation for students' holistic development. This strengthens the idea that effective instruction and a positive learning environment are prerequisites for high-quality learning. Thus, school administrators and educational leaders must be prepared enough to deliver programs relevant to the curriculum.

Kress (2018) mentioned that learning is more effective in dynamic environments when teachers provide explicit active teaching than when they do not actively direct education and instead give students control over the substance of instruction. Physical education is one of the key disciplines in SHS where such notion is evident. Ultimately, it is anticipated that SHS graduates will learn the skills necessary for the twenty-first century while continuing to lead active, healthy lives.

Due to the delicate nature of how PE develops students' mental, social, and physical faculties, many approaches are required to properly deliver its curriculum among SHS learners. Explicitly stated in its curriculum guide (DepEd, 2016), SHS PE program's primary goal is to promote physical fitness and an active lifestyle among all types of learners. As a result, most of the learning activities in this course, such as sports and athletics, exercises for physical fitness, and leisure activities, are created to help students achieve the said goal.

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In the Philippines, schools are given with a framework for promoting and funding an integrated PE and sports development program for learners. This initiative is strengthened by Republic Act No. 5708, also known as “The Schools Physical Education and Sports Development Act.” This action evidently shows the support of the government to physical development of learners. This also aids students in properly appreciating the value of social, mental, and physical growth.

Guided with such legal basis, the K to 12 PE curriculum highlights the importance of fitness and movement instruction as one of the foundations of development among learners. For achieving and maintaining fitness connected to health and maximizing wellness, the curriculum encompasses the values, knowledge, abilities, and experiences associated to physical activity participation (DepEd, 2016). It likewise acknowledges that the family, school, community, and greater society must all participate in fitness and good physical activity practices.

Like other subjects, teaching PE stresses the relationship between theory and practical abilities. Its goal is to increase students’ interest in and potential for success in activities and sports-related fields. It will advance students’ welfare by assisting them in developing a greater grasp of ideas and applications in the disciplines of human mobility and health. To attain these principles, the researcher believes that they must be combined with teaching strategies and procedures that are developmentally appropriate.

However, several problems, including teacher qualifications, instructional delivery, evaluation of students’ learning outcomes, and the availability of physical facilities and equipment, are preventing schools from offering a high-quality PE program. These issues could make it difficult to teach physical education and, as a result, affect students’ performance in the subject.

As observed by the researcher, some schools are having trouble finding trained PE teachers, which forces non-majors to teach the subject. In fact, one of the characteristics of a

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good PE program, according to Starck (2018), is the qualifications of the teachers. In addition, the availability of physical resources, facilities, and equipment hinders teachers' capacity to give instruction and their ability to use the best techniques for their learners.

The availability of adequate instructional resources, sporting goods, and facilities makes it easier for students to put the theories and ideas of different sports into practice, which enhances their learning experience (Mendoza, 2020; Gonzales, 2019). The researcher believes that lack of the tools might lead to learners not participating or being engaged in the subject. According to Brubaker (2019), the availability of adequate facilities allowed students to participate in more sports and other physical activities.

Additionally, the nature of PE demands students to engage in a variety of performance tasks and gain skills that are challenging to measure using straightforward pen-and-paper evaluation instruments. It appears that some teachers struggle to choose the best technique for evaluating a particular performance, which leads to a poor assessment and insufficient feedback for learners.

Furthermore, the present SHS curriculum only allots one hour for physical education each week, leaving little time for teaching and implementing the curriculum's suggested learning tasks and activities. Thus, some teachers placed less emphasis on physical education, which can be seen in the declining participation of learners in various physical activities and exercises. Although difficult, it is essential for school administrators and teachers to come to an agreement on the activities and initiatives that would promote the efficient execution of the PE program.

Hence, an effective PE program includes a wide range of activities that provide students the chance to receive the varied experiences they need for their overall growth. It thoroughly evaluates the goals and objectives of the curriculum, the methods used for teaching and evaluating students, the facilities, tools, and supplies, as well as the teachers and school

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personnel. To provide students with education that is worthy of them, it is necessary that school administrators and teachers collaborate.

The researcher was inspired to carry out this study because of the problems encountered by school administrators and teachers while implementing the PE program in SHS. As a PE teacher, the researcher is also interested in learning about different strategies that can maximize the use of the resources at hand. His own experiences increased his interest in analyzing the issues in the implementation of the PE program.

To develop a contextualized action plan that might help the SHS PE program at San Juan East and West Sub-Offices, it is deemed necessary to examine it first. Thus, the focus of this study is identifying the areas where PE program execution in the sub-offices falls short and developing strategies to reduce these problems. It is also important to consider the curriculum, program objectives, teacher qualification, equipment and physical facilities, recreation, sports, and wellness.

Since the coordinated efforts of educational leaders provide a high-quality PE program, the researcher thinks it is also crucial to evaluate the support given to the program by school administrators and instructional leaders. In turn, they may likewise use the study as benchmark for creating programs and projects that are important and pertinent to students' growth.

MATERIALS AND METHODS

The primary goal of this study was to assess the implementation of the physical education program in public senior high schools in San Juan East and West Sub-Offices as basis for contextualized action plan. As such, the researcher employed descriptive research design in

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gathering data needed. The said method was utilized since it involves collecting and interpreting data needed to serve its purpose.

According to Calmorin and Calmorin (2012), the goal of descriptive research is to describe systematically and accurately the facts and characteristics of a given population or area of interest. Further, this design was used as it enables the comprehensive analysis of the specific events experienced by individuals or groups of individuals who are stakeholders in the implementation of the physical education program.

Samples and Sampling Technique Used

As stated by Calmorin and Calmorin (2012), population is a set of all individuals of interest in a particular study and a sample is a set of individuals selected from a population, usually intended to represent the population in a research study. For this purpose, the study utilized teachers handling physical education subjects in the selected SHSs in San Juan East and West Sub-Offices. There are only 17 PE teachers from the said locale during the School Year 2022-2023. Thus, no sampling technique was employed since the researcher utilized the total population as respondents.

Instrumentation

Self-constructed questionnaire was used as the data gathering instrument to answer the stated research questions. The questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from respondents. It was composed of three parts.

Part I focused on the status of implementation of physical education program in public senior high schools in terms of curriculum and program objectives, qualifications of teachers, equipment and physical facilities, recreation, sports, and wellness. Part II featured Physical

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Education instruction in terms of cooperative learning strategies, students' interests and capacities, and conducive learning environment. The level of support of instructional leaders and school administrators to physical education program was covered by Part III.

Construction. Before constructing the questionnaire, the researcher referred to several reading and resource materials. The researcher also consulted and interviewed some knowledgeable people and practitioners in topics related to the implementation of PE program. After seeing that there were enough items to collect the data, the researcher started to conceptualize the first draft of the questionnaire.

Validation. After conducting thorough inquiries and readings, the first draft of the questionnaire was presented to the research adviser for initial comments and suggestions. After incorporating the comments and suggestions of the adviser, the researcher prepared the second draft for validation. To establish content validity of the questionnaire, the researcher presented a copy to three persons with knowledge and expertise on the subject under study for comments and suggestions.

Reliability Testing. After securing the validity of the self-constructed questionnaire, the researcher subjected it to pilot-testing. It was administered to 15 teachers who were not part of the pool of respondents. Using Cronbach's Alpha, the researcher identified poor and unreliable items for revision. Upon editing, the final copy of the questionnaire was made ready for administration.

Administration. Upon establishing validity and reliability of the questionnaire, it was made ready for distribution. The copies of the questionnaire were distributed upon the approval and endorsement of the concerned authorities. The researcher personally administered the research instrument to the respondents. The researcher also informed and explained the objectives of this research work to the respondents of the study. After accomplishing the questionnaire, the researcher personally retrieved the copies from the respondents.

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Scoring. The questionnaire was scored using this 4-point scale with 1 as the lowest and 4 as the highest.

Procedure

Before copies of the questionnaire was distributed and administered, the researcher prepared a letter of request addressed to the District Supervisors of San Juan East and West Sub-Offices and School Heads of the selected SHSs. After securing the approval and endorsement, the researcher personally administered the questionnaires, and personally retrieved the same from the respondents.

The researcher conducted data cleaning to yield more valid and reliable information. After data cleaning, tallying, and tabulating, the researcher sought the assistance of a statistician in treating the data obtained from the questionnaire. The researcher presented, interpreted, and analyzed the treated data, using tables for clearer presentation. The responses were measured and treated using relevant statistical tools.

Statistical Treatment of the Data

The following statistical tools were used to interpret the data gathered.

Cronbach's Alpha. This was used to establish the reliability and internal consistency of the self-constructed questionnaire.

Weighted and composite mean. These was used to assess the PE instruction and the level of support of instructional leaders and school administrators to the program and determine the status of the implementation of PE program.

Pearson r. This was used to determine if there is a significant relationship between the status of implementation of physical education program and the level of support of instructional leaders

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and school administrators. Pearson r correlation can be computed by dividing the sum of the xy column by the square root of the product of the sum of the x^2 column and the sum of the y^2 column.

RESULTS AND DISCUSSION

1. Status of Implementation of Physical Education Program in Public Senior High Schools. This section covers the status of implementation of physical education program in public senior high schools in terms of curriculum and program objectives, qualifications of teachers, equipment and physical facilities, and recreation, sports, and wellness.

1.1 Curriculum and program objectives. The teachers strongly agreed that they utilize appropriate assessment tools and strategies to evaluate student learning and progress towards the program objectives. In general, the teachers strongly agreed that the curriculum and program objectives of physical education remained consistent to the needs of the learners and responsive to demands of 21st century education. The obtained composite mean of 3.58 denotes that incorporating student needs and interests into the curriculum encourages student engagement, motivation, and general wellbeing. Additionally, integrating 21st century competencies into the PE curriculum gives students the skills they need to succeed in a society that is becoming more linked and technologically savvy. According to Orlanda (2017), these abilities include critical thinking, cooperation, and digital literacy.

1.2 Qualifications of teachers. Likewise, the teachers also strongly agreed that their schools foster a collaborative and supportive environment among physical education teachers, promoting sharing of ideas, resources, and experiences as evident in the garnered weighted mean of 3.65. This denotes that for professional development and the overall progress of the PE

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program, it is essential to foster a collaborative and encouraging atmosphere among teachers. They may have access to a common knowledge base and best techniques by encouraging the exchange of ideas, resources, and experiences. Webster and Russ (2021) highlighted that this collaborative environment fosters peer learning, boosts creativity, and elevates teaching standards, which raises student engagement and performance in physical education. The teachers strongly agreed that their school assesses and evaluates their performance, providing feedback and support for professional growth. In general, teachers strongly agreed that their schools ensure that they are qualified in teaching and managing PE classes as evident in the generated composite mean of 3.61. This suggest that teachers are given adequate opportunities for profession development and personal growth. It is crucial for PE teachers to continue their professional development since it enables them to acquire new information, skills, and teaching methods. Dobbins and Cramp (2021) found out that PE teachers may improve their capacity to deliver high-quality PE experiences that satisfy students' changing needs by participating in continuing professional development opportunities.

1.3 Equipment and physical facilities. The teachers agreed that their schools allocate resources for the purchase and maintenance of age-appropriate equipment that aligns with the curriculum and program objectives. Conclusively, the teachers consider equipment and physical facilities an area to be considered to ensure that the implementation of PE program in schools will be improved. The generated composite mean of 3.18 signifies that quality PE instruction depends on having the right tools and facilities because they give students the conditions for successful learning and skill development. The use of appropriate equipment guarantees that children may participate in a variety of activities, improving both physical fitness and the learning of basic movement skills. Mendoza (2020) mentions that secure and encouraging environment provided by well-kept facilities promotes active participation and makes it easier to execute a variety of PE programs, ultimately raising the level of teaching.

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1.4 Recreation, sports, and wellness. Teachers strongly agreed that their schools incorporate wellness education and practices into the physical education program, including sessions on nutrition, stress management, and healthy lifestyle choices. To sum, the teachers agreed that recreation, sports and wellness are integral part in the success of physical education program implementation as reflected in the obtained composite mean of 3.42. The findings indicate that these are essential components of PE because they all work to produce full, healthy learners. Recreational activities give students the chance to partake in leisure activities, encouraging a lifetime commitment to physical activity and enhancing overall wellbeing.

While wellness education provides students with the information and abilities to make educated decisions about their health and lifestyle choices, allowing them to lead fulfilled lives, sports activities build physical fitness, teamwork, leadership, and competitive spirit. Medoza (2020) noted that these components work together to produce a thorough physical education experience that takes into account a student's physical, social, emotional, and mental well-being.

2. Teachers' Assessment to Physical Education (PE) Instruction. This section contains the assessment of the teachers on senior high school (SHS) Physical Education (PE) instruction in terms of cooperative learning strategies, students' interests and capacities, and conducive learning environment.

2.1 Cooperative learning strategies. The teachers strongly agreed that PE instruction facilitates peer teaching by assigning students to teach a skill or concept to their group members. It also provides structured opportunities for students to give and receive constructive feedback and establishes clear guidelines for respectful communication and encourage students to use them during group work. Meanwhile, the teachers agreed that they seldom rotate group members regularly to provide opportunities for students to work with different peers in PE classes. The

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generated weighted mean of 3.12 indicates that there is a need for teachers to utilize strategies that will allow students to engage with their peers and classmates often to maximize collaboration and idea sharing. Although teachers provide opportunities for student collaboration, there is a need to practice rotation to engage them with other peers and members of the class which is also similar to the suggestion of Sallis et al. (2017). In general, the teachers agreed that the SHS PE instruction utilizes cooperative learning strategies in developing the competencies of students to physical fitness and health. The obtained composite mean of 3.40 denotes that teaching PE incorporates strategies that will make learners more engaged in learning the subject since they are working together. This clearly shows that the subject is not only about nurturing physical fitness and healthy lifestyle but also developing social and collaboration skills among students. Carjaga (2019) noted that the new SHS PE curriculum fosters 21st century skills development of students, particularly life skills such as socialization and collaboration.

2.2 Students' interests and capacities. The teachers strongly agreed that they encourage students to share their personal goals and aspirations related to physical fitness and sports. This suggest that the value of engaging students in self-reflection exercises to help them identify their strengths and areas that need improvement was acknowledged by all of the teachers. Further, teachers also strongly agreed that engage students in self-reflection activities to help them identify their own strengths and areas for improvement as evident in the obtained weighted mean of 3.65. This suggest that the value of engaging students in self-reflection exercises to help them identify their strengths and areas that need improvement was acknowledged by all of the teachers. They stressed their dedication to offering chances for pupils to reflect and become more self-aware. Mercier, et. al. (2019) noted that by encouraging a reflective learning environment, the goal is to enable students to take responsibility for their education and personal development. Conclusively, the teachers strongly agreed that SHS PE instruction considers the capacities and interests of the learners as shown in the obtained

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composite mean of 3.55. Cheng and Wang (2019) emphasized that in order to engage and motivate students, physical education teachers must take their students' abilities and interests into account. The researcher asserts that PE teachers may create a more inclusive and individualized learning environment where students can fully engage and thrive in PE while fostering a lifetime love of fitness and sports.

2.3 Conducive learning environment. The findings further show that teachers recognized the need of maintaining a tidy and orderly atmosphere to enable smooth transitions and reduce interruptions during physical education lessons. Additionally, they placed a high value on developing an environment that is welcoming and respectful of all learners' backgrounds, skills, and differences. This helped everyone in the classroom feel like they belong and are accepted. Sallis et al. (2017) concluded that positive learning environment where all students may succeed and feel valued is essential to delivering quality PE instruction in schools.

Moreover, teacher strongly agreed that they encourage open communication by providing opportunities for students to ask questions, seek clarification, and express their thoughts or concerns as reflected in the obtained weighted mean of 3.65. This indicates that teachers stayed committed to promoting open communication in the classroom. They encourage students to ask questions, seek clarification, and freely voice their views or concerns because they understand the value of fostering a secure and encouraging environment where students feel at ease having a conversation and expressing their opinions. This is in agreement to the recommendation of Standal and Kjonniksen (2019) that through these, teachers may improve instruction and foster critical thinking.

On the other hand, the teachers agreed that they incorporate visual aids, such as posters or charts, to create an engaging and informative atmosphere in the PE class. It obtained the lowest weighted mean of 3.29 suggesting that there is a need for teacher to use various

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instructional materials and resources in teaching PE. The researcher believes that to engage students and accommodate different learning styles, teachers must use a variety of instructional tools. It enables a range of techniques, including the use of visual aids, tools, technology, and resources, which can improve comprehension, the growth of skills, and general engagement in physical activities, which is also the idea of Nylor (2020). To sum, the teachers strongly agreed that provide conducive learning environment for PE instruction as evident in the obtained composite mean of 3.57. This denotes that teachers recognize that to encourage student involvement, motivation, and general growth when teaching PE, a supportive learning environment is crucial. Students are more likely to participate actively, take chances, and confidently explore their physical skills in a welcoming and encouraging environment. Mendoza (2020) noted that supportive learning environment fosters skill development, self-esteem, and a lifetime enjoyment for physical fitness.

3. Extent of Support of Instructional Leaders and School Administrators to Physical Education Program. The teachers strongly agreed that they maintain a clean and organized environment, including proper storage and maintenance of equipment, to ensure smooth transitions and minimize distractions. They also foster a sense of inclusivity and respect for diversity by valuing and celebrating students' individual differences, backgrounds, and abilities. In general, the teachers agreed the PE program in SHS is properly supported by instructional leaders and school administrators as evident in generated composite mean of 3.42. This reveals that the viability of a PE program in schools depends on the cooperation of school administrators and leaders. Ennis (2017) noted that their support and dedication to PE highlight its value as a crucial component of the entire educational system. Administrators and leaders can foster an environment that prioritizes students' holistic development through physical education by allocating resources, scheduling time, and fostering a positive culture around physical fitness.

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This environment will ultimately support students' academic success and help them develop lifelong healthy habits.

4. Significant Relationship between the PE Instruction and the Level of Support of Instructional Leaders and School Administrators. There is a significant relationship between the use of cooperative learning strategies in PE instruction and the level of support of instructional leaders and school administrators.

The findings suggest that in order to foster a collaborative learning environment, the adoption of cooperative learning methodologies in PE instruction depends on the cooperation of school administrators and leaders. Cooperative learning practices in the PE curriculum are promoted and encouraged in large part by school administrators and leaders which is also similar to the idea of Webster and Russ (2021). In order to guarantee the successful integration of cooperative learning practices, encouraging cooperation, communication, and good social interactions among students in physical education classrooms, their assistance is crucial in providing resources, professional development opportunities, and policy direction.

Further, there is a significant relationship between students' interests and capacities and the level of support of instructional leaders and school administrators. The said variables obtained an r-value of 0.857 interpreted as high positive correlation. With 16 degrees of freedom, the obtained p-value is 0.000 which is less than 0.05 level of significance. Thus, the null hypothesis is rejected. This reveals that the degree of support from instructional leaders and school administrators has a significant impact on the ability to provide a supportive learning environment for PE education. In physical education classrooms, student engagement, safety, and inclusion are all improved when instructional leaders and administrators place a high priority on the development of a good and supportive learning environment. Mendoza (2020) emphasized that their active participation and support help to make PE lessons successful and effective overall by

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encouraging a culture of learning and physical wellness among the student body. In general, the level of support offered by instructional leaders and school administrators has an important influence on the effectiveness of PE education. Physical education benefits from resource allocation, professional development opportunities, and high expectations for PE instructors when instructional leaders and administrators focus and invest in it. As a result, teaching strategies, curriculum creation, and student results are all enhanced. Their assistance fosters a culture that appreciates and supports high-quality PE education, which improves student engagement, skill growth, and general wellbeing.

5. Contextualized Action Plan for Senior High School Physical Education Program. The researcher reviewed and analyzed the significant findings from the study as a basis for creating a contextualized action plan for physical education in SHS. Based on the study, insufficient teaching materials, inadequate professional development opportunities for teachers, students' interest in physical activity, the expertise of PE teachers, physical facilities, and sports equipment and supplies are some of the problems in physical education programs. The matrix of the proposed management program consists of six key parts namely, area of concern, objectives, activities, persons involved, resource needed, and success indicator. The specified areas of concern are the product of careful analysis from the major findings. Each project addresses indicators that were least rated by the respondents. The objectives communicate the ways on how the concern will be addressed. The persons involved are implementers and participants of the project while the resource needed pertains to the materials and resources needed in the implementation of the activities. Lastly, the success indicator serves as the basis in evaluating if the project objectives were realized.

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CONCLUSION

The following conclusions were made in light of the findings:

1. Schools recognized the vital role of curriculum and program objectives, qualifications of teachers, equipment and physical facilities, and recreation, sports, and wellness in implementing quality PE program in senior high schools.
2. Teachers utilized cooperative learning strategies, considered students' interests and capacities, and provided conducive learning environment to support quality physical education instruction.
3. The PE program in SHS is properly supported by instructional leaders and school administrators.
4. There is a significant relationship between the PE instruction and the level of support of instructional leaders and school administrators.
5. The contextualized action plan consists of several activities helpful in addressing the quality of PE program in the senior high school level.

RECOMMENDATIONS

From the conclusions, the following recommendations are made:

1. Teachers may employ other age-appropriate learning activities and utilize technology in teaching to improve the status of physical education instruction.
2. School administrators and instructional leaders may initiate fund raising activities to support the acquisition, provision and maintenance of physical education resources and facilities.
3. The school administrators and instructional leaders may encourage the stakeholders to participate and be involved in various PE program-related initiatives.

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4. School administrators and teachers may propose other activities that will augment the effectiveness and responsiveness of the implementation of physical education in schools.

5. The contextualized action plan may be considered for review and adaptation in public senior high schools in San Juan, Batangas.



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