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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN INSTRUCTIONAL LEADERSHIP: INCORPORATION FOR SOCIAL STUDIES TEACHING AND LEARNING IMPROVEMENT

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ABSTRACT

This study examined teachers' retraining opportunities and job effectiveness in public secondary school in Delta State. Three research questions and three null hypotheses guided the study. The study adopted a correlational design. The population of the study was 673 teachers and principals of the public senior secondary schools in Ika North East and Ika South LGAs of Delta State. This comprises 33 principals and 640 teachers. The sample of the study is 220 principals and teachers in the study area. The multistage sampling technique was adopted in selecting the sample. Two sets of self-structured questionnaire titled "Teachers' Retraining Opportunities Questionnaire" (TROQ) and "Job Effectiveness Questionnaire" (JEQ) were used in the collection of data from the respondents. The instruments were validated by three experts two in Social Studies Education and one from Measurement and Evaluation, Delta State University, Abraka. A test of internal consistency was adopted in establishing the reliability of the instrument. Reliability indexes of 0.81, 0.85 and 0.79 were obtained for the three clusters of the instrument. The data collected were analysed using Pearson Product Moment Correlation coefficient. The findings of the study revealed that there is a positive relationship between teachers' retraining opportunities such as PGDE, workshops and mentoring and teachers' job effectiveness in public secondary schools in Ika North East and Ika South LGAs of Delta State. Based on the findings of the study, it was recommended among others that the State Ministry of Education should come up with a policy that would require all teachers in government secondary schools who do not have their first degree in Education to enroll for a Post-Graduate Diploma in Education. This would enhance their effectiveness in teaching to a high extent.

Keywords: Teachers, Retraining, Opportunities, Job, Effectiveness and Secondary School.

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INTRODUCTION

The use of instructional leadership in schools by educational leaders including teachers is an innovative development in this era of information and communication technology (ICT). In the 21st century, ICT has advanced in such a way that it has impacted on the way people think, work and live (Grabe, 2017). Teaching and learning in contemporary times are made more effective and efficient through the use of ICT. Schools and other educational institutions which are supposed to prepare students especially social studies students to live in “a knowledge society” need to consider ICT integration in their various subjects’ curriculum (Ghavifekr et al., 2012). In conjunction with preparing social studies students for the current digital era, social studies teachers are seen as the most important actors in using ICT in their daily classrooms for the teaching of social studies. This is due to the capability of ICT in providing dynamic and proactive social studies teaching and learning environments (Arnseth & Hatlevik, 2012).

The integration of ICT in instructional leadership in the teaching and learning of social studies enhances social studies students’ capabilities to perform creditably in the wider society. It is essential to note that technology in this contemporary society is used more and more widely, especially for the purpose of teaching and learning. The reason is that modern technology offers many tools that can be used in classrooms to improve teaching and learning quality (Bruniges, 2013; Lefebvre, Deaudelin, & Loiselle, 2016; Bingimlas, 2019; Hamidi et al., 2011; Hussain et al., 2011). Information and Communication Technologies (ICT) is seen as one of the crucial factors that affect social studies teachers’ teaching effectiveness and social studies students’ learning worldwide. UNESCO, many international organizations, and many governments emphasized the importance of ICT and try to incorporate ICT into education systems (Chen et al., 2015).

ICT integration in teaching and learning according to Mahmud and Arif (2018) can be defined as the process of determining where and how technology fits in the teaching and learning scenario. It enables everyone to enter the websites from everywhere at any time to use the free information by the internet. Worldwide research has shown that ICT can lead to improved social studies students’ learning as well as better pedagogical practices in social studies. Furthermore, ICT has the potentials of preparing social studies students for life in the 21st century and beyond. Through teaching and learning ICT skills in social studies teaching and learning, social studies students are ready to face future problems based on proper understanding (Grimus, 2020). Bransford, Brown, and Cocking (2020) noted that the use of ICT can assist students in developing the competencies needed for the current globalization. This is because ICT can help social studies students to develop their skills, boost up their motivation and widen their knowledge and information base (Grabe & Grabe, 2017; Hussain et al., 2011).

In accordance with globalization and the information highway, the Nigerian education system is planned to educate students in general and social studies students in particular as the future workforce who are technology- savvy, innovative and conversant in technical know-how (Ghavifekr & Sufean, 2011, Nwaenyi et al., 2014). The impact of the integration of ICT in instructional leadership in the teaching and learning of social studies will bring about nation-building, national development and sustainable development. This is also to enable Nigeria to be creative and competitive for the current globalization (Abas, 2019). Hence, the need for effective ICT-based subject curriculum in general and social studies curriculum in particular will be one of the main elements in strategic planning for ICT integration in the Nigerian education system. This will also ensure that ICT investment decisions are optimized in the education system and well planned (Suhaimi et al., 2017; Ezike, 2014).

Integrating ICT in Nigerian education is a complex task due to its dynamic nature (Agabi et al. 2015; Ololube, 2006, 2013). Hence planning for ICT integration in Nigerian education is considered as an important element for improvement and development. Pieces of research have shown that due to the issues and problems related to the use of ICT in teaching and learning social studies in the Nigerian education system, ICT integration and implementation is a complex process which requires strategic planning by the education policy and decision makers (Anugom & Mezieobi, 2018; Hashim, 2017; Ghavifekr & Sufean, 2010; Zellweger, 2016).

The Integration of ICT in Instructional Leadership: The Social Studies Educationist' Perspective

Every social studies professional has his or her own idea of what ICT integration in instructional leadership in the teaching and learning of social studies means. The emphasis on the introduction of ICT in all educational related sector is overwhelming. In contemporary times, teachers, students, principals, head teachers and all education stakeholders are encouraged to be ICT complaint. The knowledge of ICT enhances the instructional leadership ability of an individual especially individuals in the education sector. Information and Communications Technologies (ICTs) have become the most essential building block of modern industrial society in a very short time. Mastering ICT and understanding its basic skills and concepts are now highly regarded by many countries (Daniels, 2012; Rampersad, 2011). ICT has been increasing at an amazing rate in instruction among social studies teachers.

There is need for the development of ICT and its introduction to upper basic education level school students (JSS 1-3) especially with the teaching and learning of social studies. Olaofe (2015) stated that the need for development of ICTs is a global resolution and has been a subject of great significance to all mankind. ICT has impacted on all spheres of human endeavours from education to the economy, to culture, to politics, health, security and to even technology. These technologies have become the focal point for contemporary societies. Whether one is communicating on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, one is using information and communication technologies (ICTs). ICT is a shortest link for the computers, software, networks, satellite links and related systems that allow people to access, analyze, create, exchange and use data, information and knowledge in ways that were almost imaginable (Association of African Universities, 2020).

The prevalence and rapid development of ICTs has transformed human society from the information technology age to the knowledge age (Galbreath, 2020). Kitschner and Davis (2013) identified the following competence required by social studies teachers in ICT utilization in instructional leadership in education. These include: competence to make personal use of ICT in display of instructional leadership skills, competence to master a range of educational paradigms that make use of ICT in display of instructional leadership prowess, sufficient competence to make use of ICTs as mind tools, competence to make use of ICT in instruction as a tool for social studies teaching, competence in mastering a range of social studies assessment paradigms which make use of ICT in display of instructional leadership skills, competence in understanding the policy dimensions of ICT use in display of instructional leadership skills for social studies teaching and learning. The ICTs have the potentials not only in ensuring effectiveness and

efficiency in these two areas of teaching and learning; but also in deleting the administrative duties.

According to the Organization for Economic Co-operation and Development (2015) and Gbenga (2016), ICT can work in a number of general ways as follows:

- It can be used to train social studies students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., word processing, email communication and so on.
- It can provide access to information and communication outside the social studies classroom example, via the internet.
- It can be used to support social studies teacher development via external networks.
- It can support and potentially transform the social studies learning and teaching processes.

Social studies teachers and students of the 21st century trust ICT at all levels of their endeavours in education. In no distant time, human beings will trust ICT more than they trust fellow human beings. Both social studies students and social studies teachers need to learn to trust the technology for technological performance as well as enhance the uptake and reduce resistance to technology. Social studies teachers need to be confident and competent in using various ICT tools to build their trust in the technology (Jones and Preece, 2016). Without social studies teachers' competency and mastery skills of ICT integration in instructional leadership which is appropriate to their needs, ICT could not be put into good use for instructional delivery. In this regard, social studies teachers should have a range of different technical and communication skills which include using chat rooms, word processing skills, web page authoring and using various kinds of ICT tools such as File Transfer Protocol (FTP), compress and decompress of files, example, Win zip and so forth (Barker, 2012).

Before attempting to answer this question one must point out that in the current information society a country could choose to be an e-tiger (a country determined to take radical policy decisions to be a front runner), e-floater (a country trying to keep pace with the most dynamic countries), e-follower (a country that makes the best use of what reaches it in due course), or e-skeptic (a country which does not believe in the transformation and development potential of ICT and does not take any active step) (Grape and Grape, 2017). So only the first two can stay networked. The best will receive residual e-fallout (willing in the case of e-follower and unwilling in the case of e-skeptic). Kozma and Anderson (2012) claim that ICTs are transforming schools and classrooms by bringing in new curricula based on real world problems, providing scaffolds and 17 tools to enhance learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists, and other interested parties. Similarly, Hepp et al. (2014) state that the roles ICTs play in the educational system can be pedagogical, cultural, social, professional and administrative.

Social Studies and Social Studies Education

According to Osakwe (2013) Social Studies is a course of study that studied human beings in various capacity of his interaction with his fellow counterpart. Social studies is a program of study which a society uses to instill in students or learners the knowledge, skills, attitudes and

actions it considers important in the relationships human beings have with each other, their world and themselves (Mezieobi et al., 2013). Social studies are the most inclusive of all school subjects. Social studies as the study of man in his environment, how man influences his environment and how his environment influences him (Mezieobi & Mezieobi, 2016) opens up the fact that social studies are all encompassing and its curriculum should be elaborate. Determining what is included in the social studies curriculum requires facing key questions about social knowledge, skills, and values, including how best to organize them with respect to specific subject matters (example, history, geography, anthropology, and so on.) and in relation to the unique subjectivities of teachers and their students.

Given this, it is not surprising that social studies have been racked by intellectual battles over its purpose, content, and pedagogy since its very inception as a school subject in the early part of the 20th century (Ross et al., 2013). For several years and counting, social studies has been regarded as the most potent, veritable tool or vehicle through which human capacity is built, developed and sustained. Concurring with the above assertion Constance (2015) held the opinion that citizenship, social studies skills, interaction, cultural awareness and interpreting information are the key components of social studies. The implication is that social studies' core focus is the teaching of skills, interpreting information, awareness in one's cultural environment and so on, which is summarized as human capacity building. This is supported by the National Council for the Social Studies (NCSS, 2011) when it said that social studies are an integrated study mainly made up of the social sciences and humanities primarily to promote socio-civic competence. The emphasis here is civic competence. Competence comes into play via training or education just as human capacity building (Clifford & Joseph, 2015). The effective teaching and learning of social studies will bring about national development and sustainable national development through human capacity building and civic competence.

Social studies education is basically the strategic approach of inculcating in social studies learners socio-civic competence, building their capacity as human beings, value orientation and value re-orientation. Stanley and Nelson (2014:266), for example, define social studies education as "the study of all human enterprise over time and space". Social studies education is the core duty of the social studies educationist (a professional social studies teacher). The purpose of social studies and social studies education has caused overwhelming controversies amongst social studies educationists and social studies educators. Even though there has been at least superficial agreement that the purpose of social studies is "to prepare youth so that they possess the knowledge, values, and skills needed for active participation in society (Marker & Mehlinger, 2012: 832), but the content and pedagogies of social studies education have been greatly affected by various social and political agenda. What does it mean to be a 'good citizen'? Arguments have been made that students can develop 'good citizenship' not only through the long-privileged study of history (Whelan, 2017), but also through the examination of contemporary social problems (Evans & Saxe, 2016), public policy (Oliver & Shaver, 2016), social roles (Superka & Hawke, 2012), social taboos (Hunt & Metcalf, 2018) or by becoming astute critics of one's society (Engle & Ochoa, 2018).

Instructional Leadership

In a nutshell, instructional leadership can be conceived as the strategic management and administration of curriculum and instruction by a school's management involving the principal, teachers and so on. Instructional leadership is closely related to classroom instruction among all school-related factors that contribute to what students learn at school.

Purpose of the Study

This research is based on the following purposes:

- To identify secondary schools' social studies teachers' level of computer skills and knowledge in the social studies teaching and learning.
- To identify level of secondary schools' social studies teachers' ICT integration in instructional leadership social studies teaching and learning.
- To identify the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning.

Research Questions

The research questions to be answered are:

- What are the level of computer skills and knowledge for secondary schools' social studies teachers in social studies teaching and learning?
- What is the level of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning?
- What is the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning?

METHODOLOGY

The study adopted a quantitative research design with a focus on ICT integration in instructional leadership: incorporation for social studies teaching and learning improvement in Delta State, Nigeria. Besides, this study also investigates the relationship between secondary schools' social studies teachers' computer skills and knowledge and the ICT integration in instructional leadership for social studies teaching and learning. The population surveyed consists of social studies teachers in public secondary schools in Delta State, Nigeria. The sample size for this study was 102 (one hundred and two) secondary schools' social studies teachers, 74 female social studies teachers and 48 male social studies teachers. The sample size was selected in such a way that there was even representation of the entire population. There was a mixture of male and female, experienced and inexperienced secondary schools' social studies teachers selected from urban and rural areas of Delta State.

The instrument for data collection was a researcher's self-constructed rating scale titled: ICT Integration in Instructional Leadership for Social Studies Teaching and Learning Improvement Rating Scale (ICTIILSSTLIRS). The rating scale was categorized into two (2) sections, A and B. Section A was used to elicit information on personal data of the respondents while section B contained items that addressed the issues raised in the research questions. The rating scale sought to find out opinions of the respondents to the items in the rating scale. Each of the items of the rating scale was weighed on four (4) point likert scale of Strongly Agree (SA) 4points, Agree (A) - 3points, Disagree (D) - 2points and Strongly Disagree (SD) - 1point. The total number of participants who took this questionnaire was 102. The rating scale was validated by two experts in measurement and evaluation and three experts in social studies education all from Delta State University, Abraka. A test retest was used to ascertain reliability of the

instrument used for data collection. Pearson Product Moment Correlation Coefficient (PPMCC) was used to find out the consistency level in the response to the items.

The researcher administered the one hundred and two (102) copies of the instrument to the respondents with the help of two trained research assistants using face to face contact. This was done to ensure high return rate of 100% and on the spot collection of the rating scale. Fortunately, the 102 administered copies of the rating scale were retrieved on the spot. The collected data were presented in frequency tables in accordance with the research questions. The researcher used mean scores and standard deviation in answering the three research questions. The researcher adopted a mean of 2.50 as a cut-off point, and any item with a mean above 2.50 was seen as an agreement while below 2.50 was seen as a disagreement. Statistical Package for the Social Sciences (SPSS) version 21.0, basic descriptive statistics, cross tab, independent samples t-tests, and so forth were utilized to analyze data from the survey questionnaire.

FINDINGS

Research Question 1: What are the level of computer skills and knowledge for secondary schools’ social studies teachers in social studies teaching and learning?

Table 1: Mean and standard deviation on the level of computer skills and knowledge for secondary schools’ social studies teachers in social studies teaching and learning

S/N	ITEMS	Mean	SD	Decisions
1.	I use the computer regularly	3.4	1.2	Agree
2.	I prepare my lesson notes using my computer	3.21	1.7	Agree
3.	I teach with PowerPoint	3.08	1.1	Agree
4.	I prepare lesson plans using the computer	3.11	1.4	Agree
5.	I have my personal laptop.	3.09	1.1	Agree
6.	The school provided computers in all the offices.	2.92	1.3	Agree
7.	I am computer literate	4.01	1.6	Agree
8.	I can design a website using the computer	3.07	1.1	Agree
9.	I always browse for information on the computer	3.23	1.7	Agree
10.	I can develop teaching aids with the computer	3.41	1.6	Agree
	Grand Mean	3.26	1.40	

Result in table 3 shows that all the items scored above 2.50. This implies that use of computer regularly, using the computer to prepare lesson notes, teaching with PowerPoint, using the computer to prepare lesson plans, having a personal laptop, the provision of computers in the various offices by the school, been computer literature, designing a website using the computer, browsing for information on the computer and developing teaching aids with the computer the level of computer skills and knowledge for secondary schools’ social studies teachers in social studies teaching and learning.

Research Question 2: What are the levels of secondary schools’ social studies teachers’ ICT integration in instructional leadership for social studies teaching and learning?

Table 2: Mean and standard deviation on the level of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning

S/N	ITEMS	Mean	SD	Decisions
11	I advise my students on the importance of the use of computers in teaching and learning	3.21	1.2	Agree
12	My students have been told to tell their parents to buy computer(s) for them at home	3.42	1.0	Agree
13	Students do their assignments at home with the computer	3.11	1.3	Agree
14	I have taught my students on how to use some educational software	3.05	1.2	Agree
15	ICT integration has improved my instructional leadership skills	4.00	1.3	Agree
16	I encourage my students to use the computer regularly	2.92	1.2	Agree
17	The school has built a computer centre for students' use	3.01	1.2	Agree
18	ICT integration of my school encourages me to integrate the use of computer in my teaching of social studies	2.96	1.0	Agree
19	I make demonstrations on subject knowledge with the computer	3.00	1.4	Agree
20	My students are given computer-use orientation	4.09	1.6	Agree
	Grand Mean	3.28	1.2	

Result in table 2 shows that all the items scored above 2.50. This implies that advising students on the importance of the use of computers in teaching and learning, telling students to inform their parents to buy computers for the home, doing assignments at home with the computer, teaching students on how to use some education software, improvement of instructional leadership skills through ICT integration, encouraging students to use the computer regularly, building computer centre for students' use by the schools, integrating the use of computers in teaching and learning, demonstrating on subject knowledge with the computer and giving students computer use orientation are the levels of secondary schools' social studies teachers' ICT integration in instructional leadership for social studies teaching and learning.

Research Question 3: What are the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning?

Table 3: Mean and standard deviation on the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning

S/N	ITEMS	Mean	SD	Decisions
21	My school encourages teacher independence and team work because of ICT integration	4.09	1.09	Agree
22	I effectively use my instructional leadership prowess when I teach with the computer	2.90	1.21	Agree
23	My students understand my lessons better when I teach using the computer	3.51	1.22	Agree
24	Crucial decisions are made about ICT integration at all levels in the school	2.71	1.39	Agree
25	Teachers are encouraged to improve on their instructional leadership skills through the use of the computer	3.10	1.34	Agree
26	The use of computer in teaching social studies exposes the students to the rubrics of social studies	3.06	1.08	Agree
27	The school provides constant hardware and software updates	2.76	1.03	Agree
28	The teachers are given regular orientation on the use of computers in the	2.84	1.02	Agree

	classrooms			
29	The schools' ICT coordinators provide technical support to all the social studies teachers	3.08	1.06	Agree
30	Social studies teachers are sponsored by the school to attend conferences and workshops on ICT integration and instructional leadership	3.22	1.07	Agree
	Grand Mean	3.33	1.04	

Result in table 3 shows that all the items scored above 2.50. This implies that encouragement of teacher independence and team work because of ICT integration, effective use of instructional leadership prowess when teaching with the computer, making students to understand lessons better when teaching with computer, making crucial decisions on ICT integration, encouraging teachers to improve on their instructional leadership skills through the use of the computer, exposing students to the rubrics of social studies through the use of the computer, providing constant hardware and software updates, giving teachers regular orientation on the use of computers, providing technical support to all social studies teachers and sponsoring social studies teachers to attend conferences and workshops on ICT integration and instructional leadership are the relationship between social studies teachers' level of computer skills and knowledge and ICT integration in instructional leadership for social studies teaching and learning.

DISCUSSIONS AND CONCLUSION

ICT integration in instructional leadership in schools is very essential for the incorporation of innovations in teaching and learning. ICT promotes effective teacher-student relationship thereby putting teachers and students in the same teaching and learning pedestal. ICT integration has lots of potentials in advancing and promoting quality and standard education. Education Blueprint, (2013) pinpointed that the tremendous potential of ICT in promoting the learning outcome with more latest of knowledge without and obstruction on accessibility and distance limitation, and yet straighten students' thinking skills is undeniable. With ICT integration in the social studies classroom, social studies students will be able to get involved in interactive tasks with a wider range of information and knowledge during their learning. At the same time, the teachers' beliefs and attitudes will influence them to integrate ICT in their teaching practice (Hatlevik & Arnseth, 2012; Rampersad, 2011). With this, it will be recommended that the Delta state ministry of education should support the integration of ICT in schools using all kinds and types of leadership including instructional leadership. Furthermore, at the same time, the Delta State ministry of education should advance the usage of ICT like build a learning website or creating learning software such as educational games appear to be rarely used in the teaching and learning process or even preparation for educational purposes (Hussain et al., 2011).

Social studies teachers in particular and teachers in general are encouraged to utilize ICT in their teaching, develop their personal websites, purchase and owe their private laptops, and so on. Secondary school teachers should have online presence through registering on social media and uploading their innovative skills and ideas for the consumption of the general public. Nevertheless, teachers are one of the important factors in students' high achievement. The teachers' beliefs will influence them to integrate ICT in their teaching practice (Arnseth & Hatlevik, 2012). As found in this study, the knowledge and skills about ICT that teachers are equipped with will encourage teachers to integrate ICT into the teaching and learning process that will increase student learning outcomes (Malaysia Education Blueprint, 2013).

Social studies teachers are also encouraged to develop their ICT knowledge and skills. This will help them to be acquainted with ICT innovations around the world. Every secondary school should advance the concept of internationalization- having an online presence, creating collaborations with high schools in other parts of the world and so on. Furthermore, the schools' leadership should encourage continuous professional development programmes for social studies teachers in particular and teachers in general. Teachers can be sponsored to attend workshops and conferences in other parts of the world. This will promote academic partnerships and networking.

The findings of this research on importance of teachers' attitudes and skills regarding ICT implementation in junior secondary school (upper basic education level schools) system is in line with some previous studies such as Hatlevik and Arnseth (2012) and Al-Zaidiyeen, Mei and Fook (2010). Similarly, Peeraer and Van Petegem (2012) claim that to ensure successful ICT integration in schools, scholars have to emphasize that it is about how teachers integrate ICT in instructional leadership into the teaching and learning process as the implementation process to foster students' thinking skills and lastly promote better learning outcomes. Therefore, social studies teachers of today should always be ready and well equipped with ICT capabilities and optimistic attitude to provide ICT-based learning opportunities for students to improve their learning quality (Hamidi et al., 2011).

Also, the schools should be encouraged to engage the services of social studies professional teachers. These are social studies teachers with professional qualifications and credentials in social studies teaching. ICT integration in instructional leadership in the teaching and learning of social studies in junior secondary schools (upper basic education level schools) enhances social studies teacher professionalism, benefits students by developing their confidence in using ICT and developing competency to be more successful in the future high technological world (Panangalage & Pasqual, 2018). Many studies also show ICT brought positive significance in social studies student learning achievement in subjects such as Mathematics, Science, and English Language (Ahmadi, Keshavarzi, & Foroutan, 2011; Chaamwe, 2010; Hussain et al., 2011). Finally, the Delta State government and other state governments should support the formulation of policies that will subsidize funding allocation in ICT to schools and in education. A successful integration of ICT in Nigerian schools will help promote and advance the Nigerian education.

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