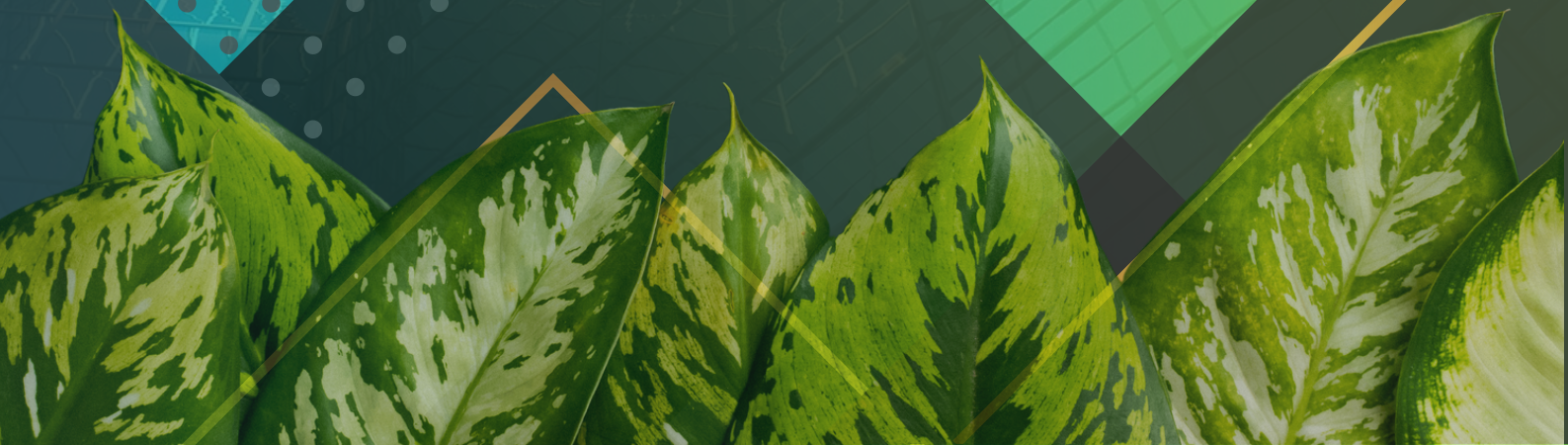




E-PROCEEDING HOTWEC 7.0

**SUSTAINABLY NURTURING
TOURISM,
HOSPITALITY AND WELLNESS INDUSTRY
FOR A BRIGHTER TOMORROW**



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PREFACE

In the dynamic landscape of today's global economy, the fields of tourism, hospitality, and wellness are experiencing unprecedented growth and evolution. This compendium represents a convergence of innovation and academic rigor, providing a platform for students to showcase their scholarly contributions. E-proceedings encapsulate a collection of research projects, and insights that underscore the diverse dimensions of tourism, hospitality, and wellness. It is a testament to the curiosity, dedication, and intellectual prowess of our undergraduate scholars. In the pages that follow, readers will find a rich tapestry of research articles that reflect the tourism, hospitality, and wellness disciplines.

Students, lecturers, and industry partners collaborative efforts signify a commitment to advancing knowledge and fostering a community of learners who are well-equipped to navigate the complexities of the modern tourism, hospitality, and wellness sectors. May this collection inspire further exploration, dialogue, and innovation among the next generation of leaders in these dynamic fields.

Therefore, this book summarizes the selected papers of student conference focused on the current issues in tourism, hospitality and wellness field. Presented papers deal with investigation of issues and challenges of tourism, hospitality and wellness to make the industries more sustainable and adapt with the changes in the environment. Presented paper bring a wide database of issues and challenges in the field which could be used in the future researcher and industries players in the future.

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Muhamad Nasyat Muhamad Nasir, PhD

Nurul Aziah Binti Ahmad

Mohd Firdaus Bin Mohd Nasir

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It is our pleasure to present this volume consisting of selected papers based on presentations from the Hospitality, Tourism and Wellness Colloquium 7.0, held on May 28 and 29, 2023 at the Universiti Malaysia Kelantan. The main colloquium objective is to explore, within the generative framework, different acquisition contexts, across a variety and between different components of the Hospitality, Tourism and Wellness fields. The colloquium was organized and supported by the Faculty of Hospitality, Tourism and Wellness (FHPK), Universiti Malaysia Kelantan (UMK). We would also like to extend our gratitude to the excellent work of our colloquium organizing committee which comprised of the following:

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THE ASSOCIATION BETWEEN PARENTAL EMOTIONAL STYLES AND EMOTIONAL PROBLEMS AMONG PRESCHOOL CHILDREN

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ABSTRACT

Introduction: Emotional problem is one of the common mental health problems in children. Thus, this study aimed to investigate the relationship between parental emotional styles and emotional problem among preschool children. **Methods:** A cross-sectional study was conducted in preschool in Kota Bharu and Machang. A set of questionnaires consisted of the PESQ and the SDQ were distributed using Google Form as well as hardcopy of questionnaire for data collection. Data were analysed using Logistic Regression (LR). The significance value was set at $p < 0.05$. **Results:** A total of 92 parents of preschool school was involved in this study. The majority of respondents were females (80.4%), and married (94.7%). All parents were Malay Muslim with mean age(year), 33.61, and mean household income(RM), 5429.34. Based on the LR, parental age ($p = 0.003$) was significantly. However, emotional coaching ($p = 0.338$) and emotional dismissing ($p = 0.923$) were not significant. **Conclusion:** Parental age was significant predictor of emotional problem in preschool children.

Keywords: Parenting Style, Emotional Problem, Preschool Children

INTRODUCTION

A recent local study showed that parental factors were significantly associated with mental health problems in children. Parenting style were found to influence the development of mental health problems (Idris, 2019). Parental emotional style was introduced by (Gottman, 1977) known as emotion coaching. Interestingly, there are five main phases to raise emotionally intelligent child. First, parents need to be aware of a child's emotions. Second, a child's emotion is viewed as a chance for intimacy and teaching. Third, parents need to validate the child's emotion. Fourth, parents should assist the child in labelling the emotion verbally by using correct emotion words, and lastly, help the child to solve the problem, if needed. This approach was reportedly effective in preventing emotional problems in children (Havighurst, 2022). The researcher contributes the body of knowledge of the association between emotion coaching parenting style and emotional problem among pre-school children. With this study, it can help solve emotional problems among pre-school children in the future. This is said to be so because parents can be educated about how important it is to manage children's emotions well so that emotional problems among pre-school children do not last until adulthood through parenting programs.

SIGNIFICANCE OF THE STUDY

The researcher contributes the body of knowledge of the association between emotion coaching parenting style and emotional problem among pre-school children. With this study, it can help solve emotional problems among pre-school children in the future. This is said to be so because parents can be educated about how important it is to manage children's emotions well so that emotional problems among pre-school children do not last until adulthood through parenting programs.

Parents can practice emotion coaching so that their children can manage their emotions well. Parents also need to apply emotional management practices by asking how their child is feeling that day. This situation is because children are not good at expressing what they feel instead they will show it through behaviour.

Teachers and caregivers are the closest people to pre-school children at school. The teacher throughout the learning period can see the development of pre-school children. Most pre-school children with emotional problems will feel unmotivated to go to school. They will also show a declining development in terms of learning. However, the teacher must also be concerned with the condition of the students so that the emotional problems that occur in pre-school circles can be successfully overcome.

LITERATURE REVIEW

Prevalence of Emotional Problem

The study shows that the percentage of emotional problem in global level between 10 to 20%. A meta-analysis of some study has been carried out between 1985 and 2012 in some countries present that the percentage of mental health problem among preschool children was 13.4% (Sahril et al., 2021). The study shows that, in 2019 during the Covid-19 the prevalence of depression among children and adolescent under 18 years old was 25.2%. Meanwhile, the percentage of anxiety disorder in 2019 was stated that 20.5% in the global level (Racine et al., 2021).

The mental health problem always found in almost every country in the world. Types of emotional problems are stress, anxiety and depression. On the report the developed countries the Australia and New Zealand have the high prevalence of the anxiety 8% - 7.9% in world. Meanwhile the Nigeria 0.1 % is the lowest rate. In 23% of the children, have a combination of attention deficit hyperactivity disorder (ADHD) and related symptoms and social interaction problems was reported by parents (Pediater, 2020).

The percentage of emotional problems among pre-school children were reported in Malaysia still the lower data when compared with other Asian countries such as Vietnam with 12.0%, Bangladesh at 14.6%, China 20.3%, Iran with the percentage is 26.0% (Sahril, 2021). Moreover, in China the anxiety levels of children and adolescents stated about 23% and 29% respectively during the Covid-19 (Li Duan, 2020). Clinical and borderline of Emotional and Behavioural Problem (EBPs) among Kenyan children aged 6-11 years in 2018 was 17% and 27%, respectively (Alenko, 2020).

In Malaysia, different research revealed that 8.5% of respondents with mental health problems among school students were reported by their parents. Based on National Health and Morbidity survey in 2019, prevalence of emotional problems among children was 8.3% (NHMS, 2019). However, the study has stated that the prevalence of emotional problem among preschool children during Covid-19 is 12.7% (Jenny Lou Barican, 2021). The largest prevalence of mental health issues was seen among children aged 5 to 9 years, where it was 13.1%, compared to older children aged 10 to 15 years, where it was 11.4% (Tahir Aris, 2015). attention deficit hyperactivity disorder (ADHD) and related symptoms and social interaction problems was reported by parents (Pediater, 2020).

Parental Age

Parental age is one of the factors related to emotional problems among children. The age of the parents can show whether there is a negative effect or a positive effect on the child's emotions. Children of older parents, especially older moms, do much better in school and at work, score higher on IQ tests, express better health, and have less behavioral and emotional issues than children of younger parents, according to a number of population-based studies. Additionally,

parents who are older tend to be more resilient, use substances like alcohol and drugs less, and have less mental health issues (Zondervan-Zwijenburg et al., 2019).

According to a 2016 Danish study, older women become more adept at setting limits with their kids and are less inclined to scold or reprimand them harshly, which prevents future behavioral, social, and emotional issues. Additionally, they have less anxiety during pregnancy, have more solid relationships, and are in better financial shape as well as which can improve the parenting experience (Manning-Schaffel, 2017).

Older mothers may have a tendency to adopt a more authoritative parenting style, which Baumrind defined as balancing freedom and control. However, when the kids become older, younger mothers might have greater stamina and develop the maturity of older mothers. For instance, older women might have less energy and health to devote to their children. Researchers examined the general idea that better psychological health in families beyond the preschool years is connected with older mother age in this study. Through this study, the researchers tested their hypothesis that having older mothers would be associated with less verbal and physical restraint and with better socioemotional development of children at 7, 11, and 15 years old (Trillingsgaard and Sommer, 2016).

Parenting Style

The factors that associated with the anxiety among pre-school children is permissive parenting style. Generalised anxiety added significant explanatory variance for the atypical behaviour in preschool children. Generalized anxiety has a partial mediating effect on the relationship between father's permissive parenting style and atypical behaviour and a total mediating effect on the relationship between mother's permissive parenting style and atypical behaviour (Ciuhan, 2021).

Second factor is authoritative parent. Authoritative parenting style are high responsiveness, high demandingness. Establish clear rules and expectation on their children while practicing flexibility and understanding. Communicates frequently they listen to and take into consideration their children's thoughts, feeling and opinions. Authoritative parent also allow for natural consequence. For example, kids fail quiz when they did not study. But the authoritative parent will use those opportunities to help their kids reflect and learn (Zelster, 2021). Our results suggest that increased authoritativeness of mothers is associated with lower odds of developing anxiety disorders in children.

Third, the common traits of neglectful parent by Diana Baumrind are low responsiveness, low demandingness. Aside from that, neglectful parenting are define by a lack of parental concern in any way has been linked to a children exhibiting higher level of fear, anxiety and distress, as well as engaging delinquent behaviour.

The common traits of authoritarian parent by Diana Baumrind are high demandingness, low responsiveness. Enforces strict rules with little consideration of their kid's feeling or social-emotional and behavioural needs. Authoritative parenting, on the other hand, is cross-culturally associated with lower developmental psychopathology, which has also been shown to constitute a protecting factor against children's anxiety (Yaffe, 2021).

Based on the theorized that emotional coaching and emotional dismissing philosophies are negatively related (Ramsden & Hubbard, 2002). Based on the factors shared by Gottman, there are three factors that he has shared that are related to. parenting style. Among them are dismissing parents, disapproving parents and laissez-faire. Ignoring parents are too busy with work to the point of neglecting their children and they always consider their children's feelings unimportant. This causes the child to become anxious to express all the opinions that they have hidden. Parents with

a rejecting style consider their children's negative emotional experiences as irrational and do not believe in their importance (Ana Poula, 2018). Parental disengagement was examined to see if it mediated the relationship between parental emotion dysregulation and child anxiety, or parental anxiety and child anxiety in two separate models (Engebretsen, 2019).

Factor of Emotional Problem

The Biopsychosocial Model was first introduced by George Engel in 1977, he suggested that to understand a person's medical condition it is not only necessary to look at biological factors but also psychological and social factors are also important (Porter, 2020).

The word "biological" refers to components that affect human health physiological pathology. A further affect is "age. Children between the ages of 9 and 12 are beginning to comprehend that the same event may trigger both good and negative emotional reactions, and they are expressing their emotions in ways that take into account their environment and the possible implications that these expressions may have on others. As a result of social interaction and cognitive development, children simultaneously acquire new cultural or social norms that are crucial for their understanding of emotions and for their motivation or reluctance to express emotions (Henderson, 2017).

The second factors are "Psychological". It refers to component that deals with thoughts, emotions and behavior. The affect from psychological is temperament. The meta-analytic studies have shown that the children with inhibited or antisocial behavior had four times increases vulnerable to social anxiety problem. The high incidence of, anxiety problem among less socialized children may be because low of behavioral or social inhibition not only the risk factor for anxiety problem but rather, a milder form of the disorder itself, characterized by fear, avoid from anybody and withdrawal from the social situation that has a lot of people. If this matter is not curbed the children will feel constant worry and scared with people (Sahithya and Raman, 2021).

Next, interpersonal relationship also the psychological factor. Children from single parent families were more than twice as likely to report internalising problems and more than three times as likely to report externalising problems. According to studies, children with mother-only families may experience adjustment issues similar to those in families with a mother and a stepfather or an unrelated partner. With another adult in the family, such as a grandparent, the risk is marginally reduced (Aniruddh Prakash Behere, 2017).

The last factor is Social. Social can be define as our ability to communicate, interact and form meaningful relationships with others. These socioeconomic status (SES) inequalities affect not only for parents but also children's lives. In addition, children with low SES suffer more often from health problems than children with high SES (Franziska Reiss, 2019). People with low socioeconomic status will have a lower autonomy to work, corresponding to high level of pressure and emotions became unstable (Yunfan Zhang, 2022).

Family circumstances influence anxiety problems in children. This is because, one of the causes of children experiencing anxiety problems in the family is because of the negative behavior of parents. This also includes excessive control for example setting rules that are too strict, protecting the child in an excessive way, and giving instructions for the child to think very quickly. In addition, parents who criticize more than teach children can make children afraid to interact with their parents (Jenny Draisey, 2019).

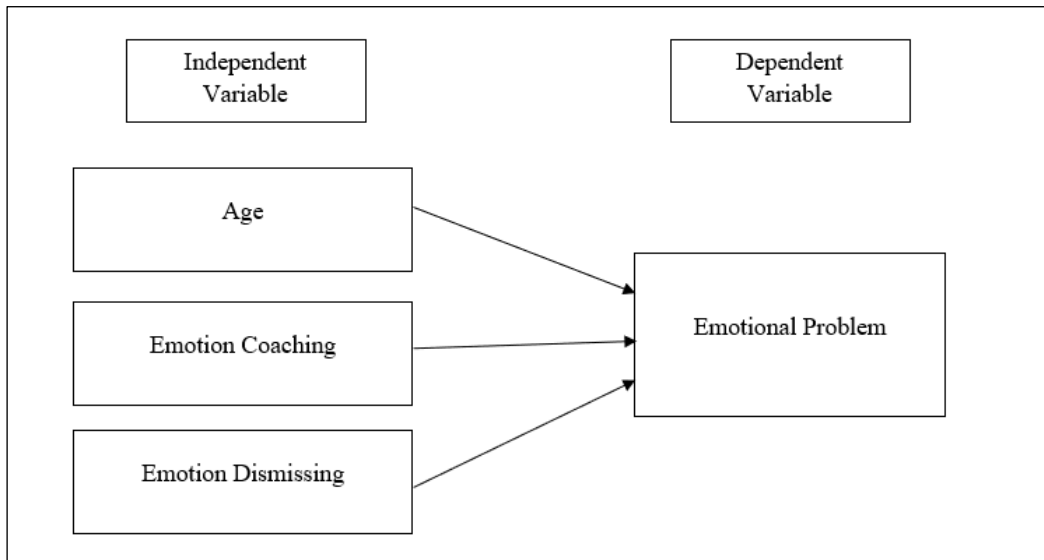
Research Hypothesis

H1: There is significant association between age and emotional problem among preschool children.

H2: There is significant association between emotional coaching parental style and emotional problem among preschool children.

H3: There is significant emotion dismissing parenting style and emotional problem among preschool children.

Research Framework



METHODOLOGY

Research Design

Research design is a structure for planning and implementing a specific design. In this study, the research design used is cross-sectional study. It is an observational study that analyses data from a population in one time. Cross-sectional study widely used to measure the prevalence, determine the factor and explain the population characteristics. This type of study also used in the early stages of research (Wang and Cheng, 2020).

Data Collection

In this study, the researcher utilising primary data as a method of gathering data because the data obtained is more relevant. Primary data is usually collected from the source where the statistics were originally obtained and is considered the best type of data in research. Researchers use quantitative in this research because it is more scientific, objective, quick, focused and acceptable. The tool used in this study is a questionnaire through a Google form and distribute the hardcopy questionnaire. The questionnaires by google form were distributed online through “WhatsApp” and collected data among parents of kindergarten students in the Kota Bharu and Machang areas.

Sampling

As the quantitative research, the purposive sampling is the best methods to collect the data of population for this research. Purposive sampling is chosen because the data can collect quickly and did not take so much time. Purposive sampling also inexpensive to create samples and low cost with less or no investment while collecting the data and purposive sampling are chosen because the researcher cannot access to the parents of pre-schoolers. Hence, sample are readily available and we do not have to move around too much to collect the data for this study.

Data Analysis

The process of gathering, modelling, and analysing data to support conclusions is defined as data analysis. The Statistical Package for Social Sciences (SPSS) will be used in this study to examine information and data.

The characteristics of measuring scales and the products we make from them may be examined using reliability analysis. The inter-rater reliability approach evaluates how well each test item consistently assesses the concept. This approach comprises giving each item on a test a qualified rate's or judge's rating, then calculating the overall percent agreement between them. The more judges agree on a percentage, the more trustworthy the test is.

Mean, median, and mode are all central tendency measures. Researchers can use these three categories of central tendency to collect and organize data from survey participants or samples using a Google form. This suggests that descriptive analysis seeks to quantify the proportion of respondents who agree or disagree with the assertions made in the questionnaire in connection to emotion coaching parenting style (IV) and emotional problems in preschool (DV).

Inferential statistical analysis will be the methodology used to present the results. To describe data and explain the relationship between one dependent binary variable and one or more independent nominal, ordinal, interval, or ratio-level variables, we use logistic regression. By comparing the amount of shared variation, or covariance, between the items that make up the instrument to the amount of overall variance, Cronbach's alpha is a method for evaluating reliability.

FINDINGS

Descriptive Analysis

The outcomes of respondents' demographic characteristics show that the majority of respondents were female (80.4%) and the mean age of respondents is 33 years old. All of the respondents were Malay Muslim (100%). The marital status of majority respondents was married (98.9%) and the mean of household income of respondent is RM 5429.34. The emotional problem of preschool children was categorized into normal and emotional problem. From the table show that 64 out of 92 children (69.6%) are normal and free from emotional problem meanwhile the rest of 28 children (30.4%) are having emotional problem. Parental emotional style has been separated into two that is emotional coaching and emotional dismissing. The mean of emotional coaching is 34.2391 and the standard deviation is 5.98601. The mean of emotional dismissing is 34.0000 while, the standard deviation of emotional dismissing is 4.70212.

Next, the emotional problem of preschool children. The questionnaire for this variable has been classified into normal and emotional problem. Table 4.1 showed that 64 out of 92 children (69.6%) were normal meanwhile remaining 28 children (30.4%) were having emotional problem. Parental emotional style has been categorised into two, namely emotional coaching and emotional dismissing. The mean score of emotional coaching was 34.2391 and the standard deviation was 5.98601. The mean score of emotional dismissing was 34.0000 while, the standard deviation of emotional dismissing was 4.70212. Table 4.1 shows that the descriptive analysis of demographic profile.

Table 4.1: Descriptive Analysis of Demographic Data

Variable	Frequency (n) / Mean	Percentage / Standard Deviation
Gender		
Male	18	19.6
Female	74	80.4
Age	33.61	7.154
Race		
Malay	92	100.0
Religion		
Muslim	92	100.0
Marital Status		
Married	91	98.9
Single Parents	1	1.1
Household Income (RM)	5429.34	3700.217
Emotional Problem		
Normal	64	69.6
Emotional Problem	28	30.4
Parental Emotional Styles		
Emotional Coaching	34.2391	5.98601
Emotional Dismissing	34.0000	4.70212

Reliability Test

Table 4.2: Result of Reliability Test

Variable	Cronbach's Alpha
Emotional Problem	
Emotional Symptoms	0.805
Parental Emotional Styles	
Emotional Coaching	0.866
Emotional Dismissing	0.870

Reliability test is used to measure whether the distributed questionnaire is reliable or not. From the result, it shows that the Cronbach's alpha for all variables were higher than 0.75 which means that the questionnaire that has been used for this study are acceptable.

Inferential Analysis (Logistic Regression)

Table 4.3: Inferential Analysis (logistic regression)

Variable	P-value	OR	95%Confident Interval (CI)	
			Lower	Upper
Age	0.003	0.879	0.808	0.956
Emotional Coaching	0.338	1.039	0.961	1.124
Emotional Dismissing	0.923	0.995	0.906	1.094

Table 4.3 shows that the relationship between parental age and emotional problem among preschool children was negative. The P-Value of parental age was 0.003 it shows that there is a significant association between parental age with emotional problem among preschool children because the P-Value is lower than 0.05.

This study has not found the relationship between emotion coaching and emotion dismissing with emotional problem among preschool children was not an association. The P-Value of emotional coaching is 0.338 show that no significant value with emotional problem. Furthermore, the emotional dismissing also show that there is no significant value with emotional problem because the P-Value is 0.923. Both of emotional coaching and emotional dismissing are not significant with the emotional problem because the P-Value for each variable was higher than 0.05.

DISCUSSION AND RECOMMENDATION

Mental health was categorized into two, namely internalizing and externalizing problem. Internalizing problem was an emotional problem include the depression and anxiety meanwhile, externalizing was included of behavior problem. This study aimed to determine the association between parental age with emotional problem among preschool children which is the internalizing problem. Based on finding of this study, prevalence of emotional problem among children were 30.4%. The emotional problem on the previous study was the frequency of behavioural and emotional issues among kids under five ranged from 9.5% to 14.2% (Uğur, Ç., Yürümez, E., and Yilmazer, Y, 2019).

This study found that emotional problems were significantly associated with parental age. In contrast, finding of this study was not parallel with previous study conducted by Zondervan-Zwijenburg et al (2019). In compared with the previous study, the association of parental age with emotional problem had a limited finding. However, the previous study shows that there have an association between parental age with externalizing problem which is behavioral problem (Zondervan-Zwijenburg et al., 2019).

This could be due to different age group, this study targeted preschool whereby previous study targeted primary school children. Different cognitive level and experience in managing emotions also differs based on their age. Moreover, different in culture could also contribute to the differences in the finding. All of parents in this study were Malay, whereas, a previous study targeted in Dutch population.

A part from that, this could be due to different in methodological approaches. In this study, a cross-sectional study design was used, however, previous study conducted using cohort study design. In other word, cohort studies were longitudinal studies which means the researcher collect the data in over time. In addition, this study only dependent on parent's report, however, previous study obtained report from parents, children themselves, and teachers. But because different informants view children in various circumstances, they may not always capture the same notion (Zondervan-Zwijenburg et al., 2019).

Differences in term of study tools could contributed to the differences in the study findings. Questionnaire used in this study was Strength Difficult Questionnaire (SDQ). However, the Achenbach System of Empirically Based Assessment (ASEBA) was used in the previous study. Using different questionnaires will result in different results.

Parental emotional style was divided into two, namely emotion coaching and emotion dismissing. Emotion coaching can be related with parenting style by Diana Baumrind, that is authoritative parent. This is because the emotion coaching was about the parent teach their children in managing the emotion, meanwhile, the emotion dismissing can be related with authoritarian and neglectful parenting style.

Emotion coaching and emotion dismissing in this study showed that there were not found the significant association between emotion coaching and emotion dismissing with emotional problem among preschool children. In contrast, previous study shows that there was a significant association between emotion dismissing and emotional problem (Ab Ghaffar et al., 2023). This could be due to different questionnaire items contributed to the differences in the study findings. The questionnaire Strength and Difficulties Questionnaire (SDQ) was used in this study to measure the children's emotional problem. Based on the Ab Ghaffar et al (2023) studies, Revised Children Anxiety and Depression Scale (RCADS) was used for assessing anxiety.

However, finding of this study was supported by the previous study, stated that there was no significant association between emotion coaching and emotional problem (Ab Ghaffar et al., 2023). Another study's findings that emotion coaching had no direct beneficial effects on children's emotional outcomes. Emotion coaching interacted with emotion dismissing in a way that shielded children from its harmful effects (Lunkenheimer et al., 2007). This might be because parents who use the emotion coaching style of parenting experience less stress. Parents who participated in an emotion coaching parenting course reported much less stress related to parenting (Chan et al., 2021). Previous randomized controlled trial among Chinese mother's preschool children found that parents from intervention group who use emotion coaching in their parenting practices improve usage of emotion coaching parental style and less emotional dismissing after training (Qiu & Shum, 2022).

CONCLUSION

RECAPITULATION AND FINDINGS

The first hypothesis, there is significant association between age and emotional problem among pre-school children. According to the data in Chapter 4, from the table 4.3 (logistic regression) shows the relationship between age and emotional problem among pre-school children was significant which is the P-Value is 0.003. Next, for the second hypothesis which is the association between emotional coaching parental style and emotional problem among pre-school children. According to the data in Chapter 4, from the table 4.3 (logistic regression) was not significant with the P-Value 0.338. As the result, the second hypothesis were answered the research question. The result of third hypothesis proves that the relationship of emotional dismissing parenting style and emotional problem among pre-school children was not significant it is because the P-value for both variable was higher than 0.005. As the result, the third hypothesis were answered the research question.

LIMITATION

The first limitation that we face is lack of sample size. Due to the respondent's unwillingness to provide excellent cooperation in aiding us in acquiring data, this scenario has hindered our study. Next, our research area in the Kelantan district is very limited. Due to this circumstance, we were only able to collect a modest amount of data for our study. Furthermore, purposive sampling is the sampling method we utilize for our investigation. However, it also comes in handy when trying to locate situations with a lot of information or when trying to stretch our limited resources. Research flaws like observer bias are also a serious concern. Last but not least, we discovered that the findings of this study are not unrelated with previous study conducted among primary school. It is because parent's report of children's emotional problems is widely used, however, due to the tendency of parents to underreport internalised emotional symptoms, this methodology may have had an impact on the outcomes.

RECOMMENDATION

The first recommendation for the parents, they get involved in parenting programs primarily for the new parents. Other than that, parents must be a “emotion coach” to their children at their early age. So that, their children may feel comfort to share about their feeling, to react on what they feel and to share about their days. Next, the recommendation for the future study, they can include all of the district in Kelantan so that, they can collect more data. Therefore, future study can be generalized to population in Kelantan. Hence, they can use simple random sampling instead of purposive sampling. It is because, the limitation of purposive sampling in this study was not all sample in the population has equal chance to be involved in this study. Thus, for the future study, it is recommended to collect teacher’s report or children’s report to minimize under reporting on emotional problem in children.

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