

Computer Attitude and the Use of Electronic Information Resources by Undergraduate Students of Private Universities in Southwest Nigeria

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Abstract

The electronic information resources provided by academic libraries in Nigeria are receiving not being optimally used, and researchers have linked this problem to factors such as the computer attitude of the users. This study examines the level of computer attitude among undergraduate students in Southwest Nigeria. The study adopted a descriptive survey research method. The study population is 3,210 undergraduate students, out of which 800 students were randomly selected as the study sample. A structured questionnaire was used to collect data. The result shows a positive computer attitude among the students (Mean =2.83). However, it was found that computer attitude ($\beta = -.033$, $P >.05$) is not a significant predictor of electronic information resources use among undergraduates in southwest Nigeria. The study concludes that adequate training and user education programs are necessary for academic libraries to orient students about the importance of library-provided electronic information resources and equip them with the necessary skills to use them easily. The study recommends improved awareness and user education targeted at undergraduates to boost the use of electronic information resources.

Keywords: Computer Anxiety, Computer Confidence, Computer Efficacy, Electronic Information Resources.

Introduction

The overall objective of academic libraries is to contribute to the teaching, learning, and research activities that go on in their parent institutions. In addition, academic libraries aim to stimulate creativity, intellectual development, and knowledge acquisition and creation (Bomhold, 2015). Providing electronic information resources goes a long way in achieving these objectives. Information resources in electronic format have radically changed how information is gathered, stored, organized, accessed, and retrieved in all libraries, especially academic ones. Oyedapo and Ojo (2013) observed that one of the major developments in

libraries and information service provision in the past two decades is the integration of electronic information sources and services into library operations. Many academic libraries are shifting from print to electronic sources; they now acquired various electronic databases of different disciplines.

E-resources are those electronic information resources that can only be accessed through a computer network from inside or remotely outside the library. Libraries in the developed world have transformed into digital and virtual libraries where books, journals, and magazines have changed into e-books, e-journals, and e-magazines. (Ameyaw, Kwakye & Asante, 2016). This has increased the global dissemination of information services (Kaur & Gaur, 2017). Today, electronic information resources offer information users an exciting range of different opportunities to access information resources in a way not possible with physical library books. These e-resources offer both the libraries and the user great advantages in information provision and the use of overprinted sources. The advantages of electronic information resources are that they are faster to access than print sources and encourage using different keywords for quick information retrieval. They open up the possibility of searching multiple files simultaneously, a feat accomplished more easily than when using printed equivalent. E-resources can also be printed and searches saved to be repeated later. They are updated more often than printed tools. One main advantage, especially to distance learners or those with limited time to access the library, is their availability from outside the library buildings. (Bhardwaj & Sharma, 2015).

The use of e-resources and services in university libraries has caused a revolution in university library users' sources and use of information. This means researchers, students, and other users are no longer restricted to print information materials to solve their various information and research needs. The role of the Internet, online databases, e-journals, e-books, etc., in solving the users' information needs depend on the capacity of university libraries to ensure that the facilities and resources are updated regularly (Amankwah, 2014). As libraries in the developing world start to key into the provision of electronic information resources, evidence began to emerge that their use can be affected by users' attitudes towards computer systems, which is important to use electronic information resources.

Effective use of electronic information resources among students demands that students are confident in their ability to interact with computer hardware and software effectively. In addition to having basic computer skills, students must be confident in their ability to interact with various user interfaces to retrieve the needed information resources. This becomes even more challenging when this technology is progressing and changing rapidly. Students must have the right attitude to keep up-to-date with the rapid changes that occur with computer technologies. According to Bello and Bokoh (2021), developing positive attitudes among students is more critical than merely increasing students' computer skills because "positive attitudes will automatically lead to the learning of computer skills". Students' attitudes toward computers must be identified by researchers so that recommendations can be made to the relevant stakeholders, such as teachers, school administrators, administrators at the educational department level and also curriculum planning groups, and most especially, information professionals. The information will allow them to gain insights into the best approaches to integrating computer technologies for teaching and learning.

Problem Statement

Academic libraries should acquire and make available electronic resources for users to meet the demands of global educational standards and attain their set objectives of supporting their parent institutions' teaching, learning, and research activities. One of those disciplines is Business Administration, which demands access to local and foreign information resources. However, it has been observed that undergraduates do not maximally use these e-resources due to various factors such as lack of awareness, ICT skills, and computer attitude (Bhardwaj & Sharma, 2015; Salubi, Ondari-Okemwa & Nekhwevha, 2018; Tetteh, 2018). The inability or unwillingness of students to use electronic information resources can result in poor academic performance. It also means that the huge investment made by libraries would not yield the expected returns

While scholars have reported on various efforts to promote electronic information resources among undergraduates, the use level remains below expectations (Oyadeyi, Oladokun, Shorunke & Fasola, 2021; Ameyaw et al., 2016). This might be due to poor computer attitude among the students. In light of this, the study is being carried out to investigate the influence of computer attitudes on using electronic library resources among undergraduate students in private universities in Southwest Nigeria.

Objectives of the study

The study's main objective is to investigate the influence of computer attitudes on using electronic library resources among undergraduate students in private universities in Southwest Nigeria. The specific objectives are to:

1. Examine the level of computer attitude of undergraduate students in selected private universities in southwest Nigeria;
2. Investigate the frequency of usage of electronic library resources used by the students in selected private universities in southwest Nigeria;

Research Questions

The study has one main research question:

1. What is the level of computer attitude of undergraduate students in selected private universities in southwest Nigeria?
2. What is the frequency of usage of electronic library resources used by the students in selected private universities in southwest Nigeria?

Hypotheses

The following hypothesis is also formulated for the study:

HO₁: There is no significant relationship between computer attitudes and the undergraduates' use of electronic library resources.

Literature Review

Electronic information resources have become one of the most discussed resources in libraries worldwide. According to Israel and Nsibirwa (2018), electronic information resources are provided in electronic form, including resources available on the Internet such as e-books,

e-journals, online databases, CD-ROM databases, and other computer-based electronic networks, among others. Today, electronic information resources have become an integral part of library collections such that a definition of the library collection is no longer complete without their mention. Like other information resources, e-resources are expected to be used optimally by the targeted users. That is why librarians are often interested in various factors that can affect their use by various categories of users. One key factor is using computers, a precondition for using e-resources. According to Gakibayo, Ikoja-Odongo and Okello-Obura (2013), using electronic information resources can only be realized when one knows computer use. Learning how to use the computer and making use of the computer is a function of individual attitude toward the computer. Omosebi and Omosebi (2020) opined that school authorities should endeavor to introduce students to using e-library resources from the onset of their admission into the institution.

In the context of computer use, computer attitude can therefore be defined as the propensity of an individual or group to embrace the use of computers for various activities or refrain from using computers or any activity that may involve the use of computers or related devices (Popovich, Gullekson, Morris, & Morse, 2008). As a new invention in the 80s, researchers were curious to understand the attitudes of various categories of people towards computer use (Bebetsos & Antoniou, 2009). Semerci and Aydin (2018) found that users' attitudes determine their willingness to use or learn about the computer. The attitude was mainly influenced by people's information about computers and some personal characteristics that dispose individuals to adopt new technologies (Popovich et al., 2008). As Brown (2000) predicted, computers and the information and communication technology they spawned have transformed the world and permeated every human activity. At the time of its invention, just as it continues to be today, the computer was a groundbreaking device capable of simplifying hitherto complex processes. However, there were still some who were reluctant to use it.

Initial studies have reported various factors that determine attitudes toward computer use, including computer training (Lee et al., 2019), gender (Bebetsos & Antoniou, 2009), knowledge about computers (Scherer, Tondeur, Siddiq & Baran, 2018), computer anxiety (Osalusi & Awujoola, 2021), and computer experience (Semerci, & Aydin, 2018; Rababah, Al-Hammouri & Wafa'a, 2021) and having access to computer systems at home (Allothman, Robertson, & Michaelson, 2017). All these factors were observed in the early days when access to and knowledge about computers were relatively limited. Current research on computer attitude has revealed that attitude towards computers is evolving as more personal computers and other related devices become widespread, and people become more used to computer systems.

However, the digital divide between the developed and developing world has meant that many students in developing countries such as Nigeria still lack access to computer systems until they reach tertiary institutions (Osalusi & Awujoola, 2021). Presently, computer use is fully embedded in education and academic libraries as integral parts of education institutions are increasingly leaning towards electronic information resources which can only be accessed through computer and computerized devices (Mobile phones, tablets, kindle, etc. However, empirical evidence shows that access to and knowledge of computers is still an issue among developing countries (Armah & Cobblah, 2021). Ameyaw et al. (2016) found that Ghana's undergraduate students lack the computer skills to effectively exploit the available information resources in their university libraries. This is even though most youths today are regarded as digital natives who are very conversant with digital devices (Salubi et al., 2018). Studies have

indicated that teenage undergraduate students often prefer to use print resources in the library because they find accessing electronic information resources too complex (ibid). The implication is that academic libraries would not enjoy a positive return on their investments in electronic resources (Oyadeyi et al., 2021). As revealed by Tetteh (2018), low usage of electronic resources implies that academic libraries are paying a huge cost per head for a few users to use electronic resources.

As a result, librarians have joined the ranks of scholars interested in examining the issues relating to the computer attitudes of their clients. This is an important step in evaluating or predicting the use of electronic information resources which heavily relies on computers. Previous studies have shown widespread fear and negative attitudes that have slowed the progress of ICT implementation in developing countries (Adeoye & Popoola, 2002; Ahmad, Kamba & Usman, 2014; Sadiku & Tsafe, 2017). Akpan (2018) examined the influence of computer self-efficacy and computer anxiety on the attitude of secondary school students toward Internet use. The findings showed that computer anxiety and computer self-efficacy significantly influence the attitude of the students with access to a home computer had higher positive attitudes toward learning and working with computers. It was noted that computer self-efficacy, which relates to a computer user's confidence in their ability to use the computer, is an important determinant factor in the students' attitude towards using the Internet. Similarly, Bello and Bokoh (2021) reported that computer self-efficacy is a significant factor in using electronic information by polytechnic students in Nigeria. The study found that students with high levels of computer self-efficacy are more likely to develop positive attitudes toward using electronic information resources.

What has been established in this study is the fact that computer attitude is influenced by computer self-efficacy. This was also shown in the work of Sadiku and Kpakiko (2017), who examined the influence of computer self-efficacy on the use of electronic information resources by Nigerian University students. The study also indicates that computer self-efficacy affects users' attitudes toward using electronic information resources in academic libraries. Like computer attitude, computer self-efficacy is a subjective judgment of one's ability to use the computer in performing specific tasks. Students with high computer self-efficacy tend to be drawn to using computers and, by extension, using electronic information resources. The other side of computer self-efficacy is computer anxiety.

Computer anxiety is the negative emotional reaction that overcomes an information user when they need to use it. Jahromi, Forouzan and Gholaminejad (2016) found that computer anxiety is a significant factor in determining the computer attitudes of students. Popoola and Adedokun (2021) examined the influence of computer self-efficacy, computer anxiety, and cognitive skills on using electronic information resources by social science undergraduates in a tertiary university in Nigeria. It was found that shows that computer self-efficacy ($B=0.194$, $t=4.97$, $p<0.05$), computer anxiety ($B=0.162$, $t=5.59$, $p<0.05$), and cognitive skills ($B=0.280$, $t=4.67$, $p<0.05$), have a significant influence on the use of electronic information resources. Computer self-efficacy was found to have a positive correlation, while computer anxiety had a negative correlation to using electronic information resources. However, while Popoola and Adedokun (2021) found that social science students in Nigeria have some level of computer anxiety which affects their use of electronic information resources, Alahakoon (2016) reported that Dentistry students in Sri Lanka have low computer anxiety and high computer self-efficacy

which lead to a positive attitude towards the use of electronic information resources. While the studies confirm the influence of computer anxiety on the use of electronic information resources, they indicate that students' discipline may also determine attitudes toward the use of computers .

Materials and Methods

The survey method is adopted for this study. The target population for the study comprised undergraduate Business Administration students in private universities in Southwest Nigeria. The list of NUC-accredited institutions shows that there are sixteen private universities in Southwest Nigeria (Ekiti, Lagos, Ondo, Osun, Ogun, and Oyo states) offering Business Administration at the undergraduate level. The enrollment data collected from the institutions indicated that there were 3,210 students, of which 800 were selected through random sampling as the study sample. The study sample was obtained by selecting 25% of the population of each university. Data analysis involved the use of descriptive and inferential statistics. The decision rule states that only items with a mean score of 2.50 and above are accepted, while the hypothesis is tested at a 0.05 level of significance

Results

Demographic information of respondents

This section presents the demographic data of respondents vis-à-vis their personal information. Table 1 shows that 11(1.4%) of the respondent were from Afe Babalola University, 9(2.4%) were from Achiever University, 31(3.9%) were from Caleb university, 57(7.1%) were from Bells University, 31(3.9%) were from Joseph Ayo Babalola University, 99(12.4%) were from Lead City University, 56(7.0%) were from Fountain University, 27(3.4%) were from Wesley University, 96(12.0%) were from Bowen University, 57(7.1%) were from Crescent university, 49(6.1%) were from Crawford University, 26(3.3%) were from Oduduwa University 67(8.4%) were from Babcock University, 69(8.6%) were from Ajayi Crowther University, 34(4.3%) were from Redeemer University, while 71(8.9%) were from Covenant University.

Table 1

Distribution of the Respondents by Institution

Institution	Frequency	Percentage
Afe Babalola University	11	1.4
Achiever University	19	2.4
Caleb University	31	3.9
Bells University	57	7.1
Joseph Ayo Babalola University	31	3.9
Lead City University	99	12.4
Fountain University	56	7.0
Wesley University	27	3.4
Bowen University	96	12.0
Crescent University	57	7.1
Crawford University	49	6.1
Oduduwa University	26	3.3

Institution	Frequency	Percentage
Babcock University	67	8.4
Ajayi Crowther University	69	8.6
Redeemer University	34	4.3
Covenant University	71	8.9
Total	800	100.0

Table 2 shows that 61(7.6%) respondents did not indicate their Age. However, from the responses received, 438(54.8%) were aged 16-20 years, 263(32.9%) were aged 21-25 years, 32(4.0%) were aged 26-30 years, 3(.4%) were aged 31-35 years, 2(.3%) were aged 36-40 years, while 1(.1%) was above 41 years. This demographic projects a youthful population expected to be familiar with computer devices.

Table 2
 Distribution of the Respondent by Age

Age	Frequency	Percentage
No response	61	7.6
16-20 years	438	54.8
21-25 years	263	32.9
26-30 years	32	4.0
31-35 years	3	.4
36-40 years	2	.3
Above 41 years	1	.1
Total	800	100.0

Table 3 shows that 398(49.8%) of the respondents were males, while their female counterparts were 402(50.3%). Gender has been identified as one of the determinants affecting computer attitude.

Table 3
 Distribution of the Respondent by Sex

Sex	Frequency	Percentage
Male	398	49.8
Female	402	50.3
Total	800	100.0

Level of Computer Attitudes of Undergraduates Students in Business Administration in Selected Private Universities in South West Nigeria?

The computer attitudes of business administration undergraduates in private Universities of Southwest Nigeria were measured under the four dimensions of computer anxiety, computer confidence, computer liking, and computer usefulness (Table 4). The average means of the subheadings shows that the score of the respondents on computer anxiety is 2.63, which indicates that computer anxiety is low among the respondents. However, only three statements out of six were significant. The majority of them are not scared of computers (Mean =3.28), not nervous when using computers (Mean =2.64), and find computers enjoyable (Mean =3.22). Also, the average mean for computer confidence is 2.71, which is significant, indicating that

most respondents are confident about their ability to use computer systems. Also, computer liking is strong among the respondents, as shown by the average mean score of computer liking (Mean =2.98). The fourth dimension, computer usefulness, is also significant as the average mean is 2.99, the highest of all the dimensions. This indicates that nearly all respondents found computers useful in retrieving information resources. Overall, the average mean of the combined four dimensions (Anxiety, confidence, liking, and usefulness) is 2.83, considered significant on a 4-point Likert scale.

Table 4
Showing Computer Attitude of Undergraduate Students

S\N	Computer attitudes	VH	H	L	VL	Mean	S.D
	Computer Anxiety						
1.	Computers do not scare me at all (reversed)	33 4.1%	84 10.5%	310 38.8%	373 46.6%	3.28	.81
2.	Working with a computer would make me very nervous	102 12.8%	242 30.3%	301 37.6%	155 19.4%	2.64	.94
3.	I feel aggressive and hostile toward computers	160 20.0%	314 39.3%	208 26.0%	118 14.8%	2.35	.96
4.	I think working with computers would be enjoyable and stimulating	45 5.6%	71 8.9%	347 43.4%	337 42.1%	3.22	.83
5.	Computers make me feel uneasy and confused	267 33.4%	270 33.8%	137 17.1%	126 15.8%	2.15	1.06
6.	Computers make me feel uncomfortable	267 33.4%	260 32.5%	176 22.0%	97 12.1%	2.13	1.01
	Average mean	2.63					
	Computer Confidence						
7.	Generally, I would feel ok about trying a new problem on the computer	49 6.1%	157 19.6%	385 48.1%	209 26.1%	2.94	.84
8.	I have a lot of self-confidence when it comes to working with computers	53 6.6%	175 21.9%	320 40.0%	252 31.5%	2.96	.89
9.	I could get good grades in computer courses	56 7.0%	151 18.9%	300 37.5%	293 36.6%	3.04	.91
10.	I am sure I could learn a computer language	73 9.1%	157 19.6%	354 44.3%	216 27.0%	2.89	.91
11.	I think using a computer would be very hard for me (reversed)	207 25.9%	241 30.1%	212 26.5%	140 17.5%	2.36	1.05
12.	I am not the type to do well with computers (reversed)	148 18.5%	284 35.5%	235 29.4%	133 16.6%	2.44	.97
13.	I am not good with a computer (reversed)	181 22.6%	275 34.4%	242 30.3%	102 12.8%	2.33	.96
	Average Mean	2.71					
	Computer Liking						
14.	I would like to work with computers	42 5.3%	104 13.0%	368 46.0%	286 35.8%	3.12	.83
15.	The challenges of solving problems with computers do not appeal to me (reversed)	96 12.0%	178 22.3%	349 43.6%	177 22.1%	2.76	.93
16.	Once I start to work with the computer, I	50	133	334	283	3.06	.88

S\N	Computer attitudes	VH	H	L	VL	Mean	S.D
	Computer Anxiety						
	would find it hard to stop	6.3%	16.6%	41.8%	35.4%		
	Average Mean	2.98					
17.	Computer Usefulness						
18.	I will use computers in many ways in my life	47 5.9%	73 9.1%	373 46.6%	307 38.4%	3.18	.82
19.	Learning about computers is worthwhile	48 6.0%	84 10.5%	363 45.4%	305 38.1%	3.16	.84
20.	Knowing how to work with computers will increase my job possibilities	33 4.1%	84 10.5%	387 48.4%	296 37.0%	3.18	.78
21.	Working with a computer will not be important to me in my life's work (reversed)	193 24.1%	245 30.6%	220 27.5%	142 17.8%	2.39	1.04
22.	It is important to me to do well in computer classes	80 10.0%	93 11.6%	331 41.4%	296 37.0%	3.05	.94
23.	Anything that a computer can be used for, I can do just as well some other way (reversed)	70 8.8%	165 20.6%	343 42.9%	222 27.8%	2.90	.91
24.	I'll need a firm mastery of computers for my future work	56 7.0%	98 12.3%	346 43.3%	300 37.5%	3.11	.88
25.	Average Mean	2.99					

Decision Rule = 2.50 Key; VH = Very High; H = High; L=Low; VL = Very Low

Table 5 shows the frequency of electronic information resources use among business administration undergraduates in private Universities of Southwest Nigeria: The mean score of the items shows that electronic books (Mean =4.98) are the most frequently used, followed by electronic databases (Mean =4.96), Online newspapers and magazines (Mean =4.91), E-journals (Mean =4.89), Online public access catalog (OPAC) (Mean =4.51), and E-theses & dissertations (Mean =4.33). The mean scores show that the level of using electronic information resources among the students is high.

Table 5
 Frequency of Electronic Library Resources of undergraduates Students

Electronic Resources	Never	Annually	Bi-annually	Quarterly	Monthly	Weekly	Daily	Mean
CD-ROM databases	85 10.6%	68 8.5%	38 4.8%	47 5.9%	76 9.5%	193 24.1%	293 36.6%	5.14
Electronic books	70 8.8%	26 3.3%	81 10.1%	105 13.1%	140 17.5%	147 18.4%	231 28.9%	4.98
Online search engines	70 8.8%	29 3.6%	116 14.5%	87 10.9%	98 12.3%	140 17.5%	260 32.5%	4.97
Electronic databases	75 9.4%	27 3.4%	31 3.9%	118 14.8%	188 23.5%	195 24.4%	166 20.8%	4.96
Online newspapers and magazines	78 9.8%	36 4.5%	82 10.3%	87 10.9%	160 20.0%	113 14.1%	244 30.5%	4.91
E-journals	91 11.4%	23 2.9%	84 10.5%	56 7.0%	109 13.6%	302 37.8%	135 16.9%	4.89

Electronic Resources	Never	Annually	Bi-annually	Quarterly	Monthly	Weekly	Daily	Mean
Online encyclopedia (Britannica.com, Encarta, etc)	88 11.0%	36 4.5%	64 8.0%	144 18.0%	165 20.6%	147 18.4%	156 19.5%	4.66
Online public access catalog (OPAC)	81 10.1%	42 5.3%	95 11.9%	145 18.1%	172 21.5%	133 16.6%	132 16.5%	4.51
E-theses & dissertations	123 15.4%	43 5.4%	84 10.5%	109 13.6%	171 21.4%	177 22.1%	93 11.6%	4.33

The result in Table 6 shows the influence of computer attitudes on using electronic information resources among Business Administration students of private universities in Southwest Nigeria. It can be seen that Computer Attitude ($\beta = -.033$, $P > .05$) is not a significant predictor of electronic information resources use among business administration undergraduates in southwest Nigeria.

Table 6

The Influence of Computer Attitude On the Use of Electronic Resources

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	B		
(Constant)	-10.443	6.170		-1.692	.091
Computer Attitude	-8.822E-02	.086	-.033	-1.027	.305

Discussion

The data analysis shows that most university students are between 16 and 25 years old. This is the category of people regarded as the 'generation z' by Salubi et al. (2018), who described them as technologically savvy and adept users of computers and related systems. Azeez, Awe and Omosebi (2018) conducted a study and found that students with a risk of graduating with a low CGPA can be predicted at the end of the final year first semester at a young age. The demographic data also shows that female students now outnumber male university students. This is significant as there are still claims that gender is significant in computer attitudes (Bebetsos & Antoniou, 2009).

As found in the current study, undergraduate students have a significant level of positive attitudes toward computers. This further confirmed the finding of previous studies such as Smith and Osthuizen (2006), Ghabili and Alizadeh (2008), and Teo, Lee, Chai & Wong (2009), who all found a high level of positive computer attitudes in tertiary institutions students around the world. The study also found that the frequency of electronic information resources use among the respondent is high. This finding corresponds to what Bello and Bokoh (2021) and Alothman et al. (2017) reported in their respective studies. This shows that electronic information resources are popular among undergraduate students, irrespective of discipline.

In addition, the study found that computer attitude does not significantly influence the students' use of electronic information resources. The implication is that academic libraries must devise improved strategies to ensure students' improved use of electronic information resources. It is important to look for a way to make access to electronic resources easier for students. As Ameyaw et al. (2016) reported, many students still lack information retrieval skills

to access electronic information resources from several available databases despite positive computer attitudes.

Conclusion

Computers and related devices have become integral parts of human existence, and most people, including students, are now favorably disposed to using computers and related devices. However, computers can be used for various purposes, and librarians are concerned with how people use computers to access electronic information resources. This study has shown that a positive attitude towards computers does not necessarily indicate the high use of electronic information resources. Electronic information resources are very important to the quality of academic work emanating from tertiary institutions. Because academic libraries have invested heavily in securing access to these resources, all avenues should be explored to pinpoint factors that can drive their optimum usage.

Recommendations

Based on the findings of the study, the following recommendations are considered appropriate;

- Librarians need to create more awareness about the available electronic information resources to encourage students and other members of the institutions to use them.
- As it is obvious that many students are now used to computers, librarians should introduce more information retrieval training programs to make it easy for students to access electronic databases
- Libraries should also be ready to provide digital reference services to help students who may need to access electronic information resources remotely. This will enhance the perceived ease of use of these resources and encourage more use of electronic information resources.

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