

FACTORS INFLUENCING CONTINUANCE INTENTION TO USE STUDENT PORTAL AMONG UNIVERSITY COLLEGE SHAHPUTRA'S STUDENTS

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ABSTRACT

With the advent of information system technology, University College ShahPutra (UCSA) is putting in effort to introduce a student portal system for use by students. However, continued usage is considered as a measurement of success in information system implementation. The objective of this study is to propose an integrated research framework that investigates the factors that can motivate students to continue utilizing the UCSA student portal system. Four streams of research provide the basis for this integrated framework namely Unified theory of acceptance and use of technology (UTAUT) and Self-Determination theory. 279 students from UCSA (University College ShahPutra) responded to 20-item questionnaires containing 6 constructs: continuance intention to use, performance expectancy, effort expectancy, social influence, facilitating condition and intrinsic motivation. Covariance-based SEM was employed as the main method of analysis in this study. Results revealed that the performance expectancy and intrinsic motivation do not have any statistically significant effect on continuance intention to use the UCSA student portal. However, effort expectancy, social influence and facilitating conditions were shown to significantly influence continuance intention. The model explained 53 % of variance of student portal continuance intention.

INTRODUCTION

The latest internet technology in education such as a learning management system, student portal and a virtual learning system has brought e-learning to the new era. With the development of ICT, students are able to capitalize on the strengths of ICT for the purpose of learning activities.

There are a variety of e-learning applications including student portals that have been integrated in many university programs (Selim, 2007). This study will focus on the use of the student portal as one of the e-learning applications. There are many advantages in using e-learning, including helping organizations by reducing the cost of and increasing availability of training. However, the development and maintenance of such technology is expensive and time-consuming (Bringula & Basa, 2011) If the technology is not used optimally, then it would cause waste (Chen , 2011; Chiu & Wang, 2008). Therefore, the study on the continuance intention to use the portal is vital. The success depends mainly on students' loyalty, i.e., continued use. The importance of continuance is obvious where customer turnover can be costly as the cost of acquiring new customers is higher than that of retaining existing ones (Chiu & Wang, 2008). Two models were used to assess the technological and motivation issues and thus obtain an understanding of individuals' actions: The Unified Theory of Acceptance and Use of Technology and Self-Determination Theory. As Schauppa & Lemuria Carter, (2010) said, a researcher can gain more comprehensive understanding of an adoption by integrating models. This study outlines only one component of self-determination theory which is intrinsic motivation. Yi-Shun Wang & Liao, (2010); Chen & Jang, (2010); Lee & Chen, (2005); Liu, Han, & Li, (2010), all found that on-line learning e.g. a portal, web-based and m-learning, can be explained by self-determination theory. Consequently, we also argue that self-determination theory influences student portal continuance intention through this variable. According to Bostjan Sumak & Hericko (2010), Islam (2011), Jong (2009), I Gusti Nyoman Sedana (2010), and Chen (2011), e-learning acceptance and usage can be explained by the Unified Theory of Acceptance and Use of Technology (UTAUT), which is a parsimonious and robust model of individual acceptance of new IT. While it initially focuses on user acceptance and usage of IT in the workplace, it has recently been used in understanding the acceptance and use of e-learning, tablet personal computer, e-mail and student portals (Mohamed Yamin, (2010); El-Gayar, (2006); Ismail, (2009); Chen, Wu, & Yang, (2008) . Therefore, we consider the major UTAUT constructs in determining continuance intention: performance expectancy, effort expectancy, social influence, and facilitating conditions.

THEORY AND LITERATURE REVIEW

Student Portal System

A student portal system is a portal website developed for colleges or institutes which provides facility to their students & faculties for creating & maintaining their own web pages (profiles) which can be viewed online by anyone who visits the website (Santronix Computers, 2012). The

features-rich portal system offers a variety of facilities for students, faculties and administrator such as uploading of self photograph, images(jpeg file) and articles(doc file) with which everyone can enjoy the thrill of the world wide web and experience the feel of globalizing their identity (Santronix Computers, 2012). This helps institutes in achieving the best communication levels and avail global exposure to their students (Santronix Computers, 2012). The new implemented portal information system in ShahPutra University College (UCSA) will help students in registration purposes and timetable viewing. However since its inception, no studies had been conducted to assess to what extent the adoption of the portal is regarded as successful.. Students have shown some reluctance to use the system, and eventually it was not used as hoped. This has led to questions about the factors that influence the student use of the portal system.

UNIFIED THEORY OF ACCEPTANCE AND USE

The need to know how and why individuals adopt new technologies is the most important thing in IS research (Schauppa & Lemuria Carter, 2010). Within the wide area of IS research, there is a literature that only focuses on intention to use. One of the latest models that is focusing on intention is the Unified Theory of Acceptance and Use of Technology (UTAUT) which synthesizes elements across eight well known technology acceptance models: the Theory of Reasoned Action (TRA), the Technology Acceptance Model (TAM), the Motivational Model (MM), the Theory of Planned Behavior (TPB), the combined TAM and TPB, the Model of PC Utilization (MPTU), the Innovation Diffusion Theory (IDT) and the Social Cognitive Theory (SCT). The objective of the UTAUT is to achieve a unified view of user acceptance (Venkatesh *et al.*, 2003). The resulting unified model consists of four core components or determinants of intention and usage. The model is claimed to be a useful tool for managers to assess the likelihood of acceptance of a new technology within an organization. It also helps in understanding factors that drive acceptance of a new technology, so that appropriate features can be designed to facilitate acceptance of a new technology by users.

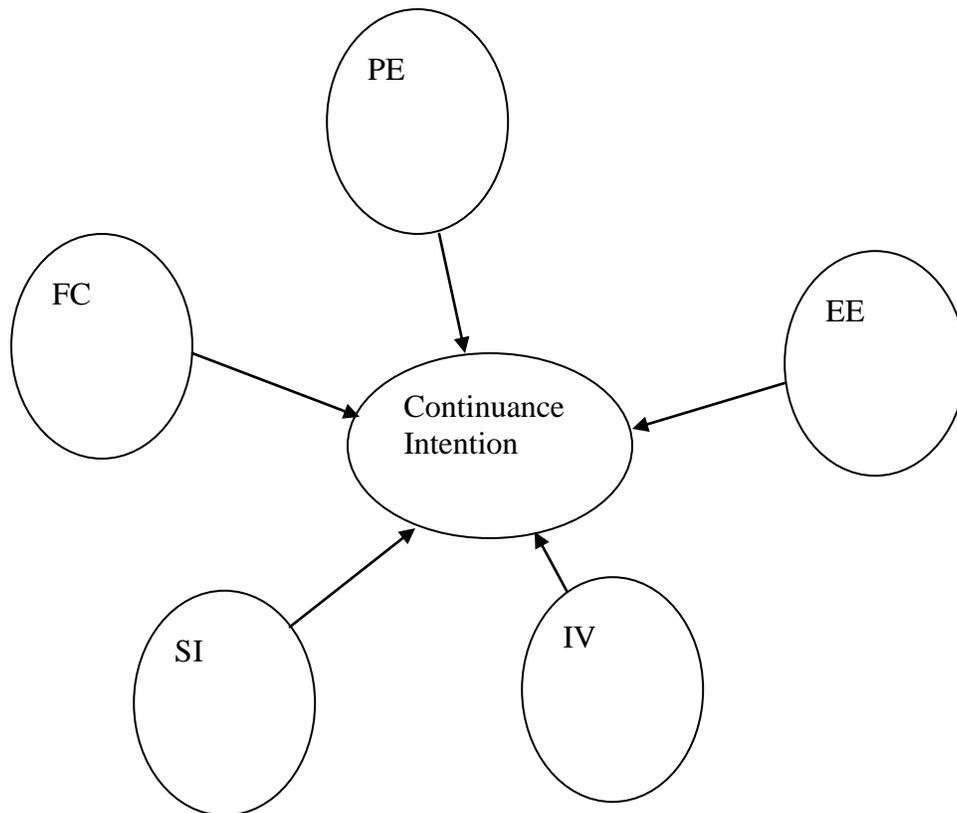
Self-Determination Theory

SDT proposes two overarching types of motivation. Intrinsic motivation refers to doing an activity for its own sake, because one enjoys the process (Ryan & Deci, 2000). Extrinsic motivation refers to doing an activity for a consequence separate from the activity itself, such as the pursuit of a reward or the avoidance of a punishment (Ryan & Deci, 2000). Numerous IS researchers have urged the need to include intrinsic motivation to explain IT adoption and usage (Matthew Lee & Chen, 2005). Therefore the present study extended UTAUT by including intrinsic motivation as a postulated predictor of continuance intention. Intrinsic motivation is also identified as a factor influencing continuance intention (Chiu & Wang, 2008). The proposed model integrated intrinsic motivation and UTAUT variable to explain UCSA's students' continuance intention to use student portal.

RESEARCH MODEL AND HYPOTHESES

The student portal is an emerging application of the WWW and is different from IS used in the workplace. Existing variables of UTAUT do not explained learners' motives. Roca & Gagne (2008) argued that intrinsic motivation will predict engagement in interesting activities. Intrinsic motivation plays such a central role, providing a basis for understanding human behavior in and across culture (Chiu & Wang, 2008). Therefore we extended UTAUT by adding intrinsic motivation into the model. In our study, the dependent variable was student portal continuance intention to use, which refers to the subjective probability that an individual would continue using the student portal. According to Venkatesh, Morris, & Davis (2003), constructs theorized not to be direct determinants for intention are attitudes, self-efficacy, and anxiety. The intrinsic value component of our Self-determination theory was measured in the same manner as Davis (1992) and Chiu & Wang (2008). Figure 1 shows our model; in addition to the four core constructs of UTAUT, intrinsic motivation is assumed to affect students' intentions to continue using UCSA student portal.

FIGURE 1: RESEARCH MODEL FOR STUDENT PORTAL CONTINUANCE INTENTION



PERFORMANCE EXPECTANCY

Performance expectancy is the extent to which a person believes that a system enhances his or her performance (Venkatesh, Morris, & Davis, 2003). Literature has shown that there are similarities between performance expectancy and perceived usefulness (Venkatesh, Morris, & Davis, 2003) Performance expectancy has been found to be the strongest predictor of intention in previous model tests (Venkatesh, Morris, & Davis, 2003; Ritu Agarwal, 1999; Venkatesh, 2000). (Venkatesh *et al.* 2003) found that performance expectancy is a strong predictor of an individual's intention to use a new technology in the workplace. (Ismail, 2009; Chen, Wu, & Yang, 2008) provided empirical support for the relationship between perceived usefulness and behavioral intention in the context of e-learning and student portal. Accordingly, the following hypothesis was proposed.

H1. Performance expectancy is positively related to UCSA's student portal continuance intention.

EFFORT EXPECTANCY

Effort expectancy is to the extent to which a learner believes that using a system is free of effort (Venkatesh, Morris, & Davis, 2003). Effort expectancy pertains to perceived ease of use in TAM, which assumes that a system perceived to be easier to use is more likely to induce perception of usefulness and behavioral intention (Chiu & Wang, 2008). (Ismail, 2009; Islam, 2011; I Gusti Nyoman Sedana, 2010) indicated that effort expectancy is positively associated with intention to use in the context of e-learning and student portal. Therefore, we proposed.

H2. Effort expectancy is positively related to UCSA's student portal continuance intention.

Social influence

Social influence is to the degree to which an individual perceives that important others believe he or she should use a technology (Venkatesh, *et al.* 2003). The concept is similar to subjective norm in the theory of planned behavior (TPB) which argues that the more favorable the social influence of a behavior, the stronger would be an individual's intention to perform it (Chiu & Wang, 2008). According to innovation diffusion theory (Rogers, 1995), users tend to interact with each other to interpret their IT adoption. Such increased interactions can influence adoption decision. Studies from Schaappa & Lemuria Carter, (2010); I Gusti Nyoman Sedana, (2010); Venkatesh, Morris, & Davis, (2003); and Dasgupta, Haddad, Weiss, & Bermudez, (2007)

showed that social influence is a significant predictor of intention to use a system. Accordingly, the following hypothesis was proposed.

H3. Social influence is positively related to UCSA's student portal continuance intention.

FACILITATING CONDITION

Factors and resources that an individual believes exist to support his or her activities are termed facilitating conditions (Venkatesh, Morris, & Davis, 2003). In our study, they included both technical and non-technical support. Facilitating condition consists of three root construct: perceived behavioral control, facilitating condition and compatibility (Venkatesh, Morris, & Davis, 2003). In their studies, Gusti Nyoman Sedana, (2010); Dasgupta *et al.* (2007) found that facilitating condition is positively and significantly related on intention to use a system. Accordingly, the following hypothesis was proposed.

H4. Facilitating conditions is positively related to UCSA's student portal continuance intention.

Intrinsic motivation

Intrinsic motivation is the extent to which an activity is perceived to be personally pleasing (Chiu & Wang, 2008). It is also defined as the extent to which the activity of using the computer is perceived to be enjoyable in its own right, apart from any performance consequences that may be anticipated Lee & Chen, (2005) and according to self-determination theory, learners are self-determining and intrinsically motivated in using student portal when they are interested in or enjoying doing it. Chiu & Wang, (2008) found that individuals who were intrinsically interested in using a system will continue using it. Therefore, the following hypothesis was postulated.

H5. Intrinsic motivation is positively related to UCSA's student portal continuance intention.

METHOD

Participants and procedures

The participants for the current study comprised of 279 students from UCSA who use the UCSA's student portal for course registration. Of the 300 questionnaires distributed, 279 were completely filled. Regarding gender, female samples were the majority of the total samples; the percentage of females was approximately 76%. For the semester currently studied, semester 4 is the majority of the sample. Concerning course taken, 44.4% were from the Nursing (UCSA) program. The rest were from Pharmacy 7.5%, Medical Laboratory Technology 2.5%, Art & Design (UiTM) 2%, Diploma in Science (UiTM) 0.7%, Nursing UiTM 6.1%, Office Management UiTM 5%, BA Business (UPM) 1.1%, Diploma in Business (UPM) 5.4%, Property

Management UTM 3.6%, Quantitative Surveying (UTM) 11.5%, Architecture (UTM) 6.1%
Computer Science UTM 1.8%, and Medical Assistance (UCSA) 1.8%

Measures

Current studies used previously validated scales to measure all the constructs in the model. Performance expectancy and effort expectancy were measured with four items and adapted from Venkatesh *et al.* (2003), while items for social influence and facilitating condition were measured with three items and each that was also adapted from Venkatesh *et al.*, (2003). Intrinsic motivation were measured with three items and adapted from Chiu & Wang, (2008). Continuance intention was measured with three items and adapted from Bhattacharjee, (2001) All of the items used were modified to the context of the student portal.

DATA ANALYSIS

The research model was tested using covariance-based SEM techniques using AMOS 18. SEM is Structural equation modeling (SEM), a type of statistic method, which is normally used to examine the accuracy of constructive relationships, and exploring relationships between the observable variance and potential variance, as well as defining the interactive relationship between each other. The reason for adopting SEM to analyze the relationship between variables is due to the general theoretic of social science and behavioral science, which is usually constructed by some unobservable or unmeasured variance (Pai & Tu, 2011)

RESULTS

Evaluation of measurement model

Prior to conducting path analysis for the overall research model, it is important to determine how to evaluate potential variance, due to the fact that only potential variance can be effectively evaluated. Statistics can precisely predict the path coefficient in the evaluation model. The confirmatory analysis is the examining action in evaluating the numbers. In this research, both UTAUT and Intrinsic motivation (Self-Determination Theory) were used in conducting confirmatory factor analysis (CFA). This is to examine and test whether accuracy and fitness evaluation of the variance get firm support from the theory. CFA involves specification and estimation of one or more hypothesized factor structure(s), each of which proposes a set of latent variables to account for covariance among a set of observed variables. If CFA does not get an appropriate fit, then by deleting inappropriate questions or by amending the modification indices (M.I.), one can enhance the fit level (Pai & Tu, 2011) The measurement model was assessed using confirmatory factor analysis (CFA). This was conducted with AMOS 18 using the maximum likelihood estimation (MLE) procedure. There was an acceptable level of model fit for the measurement model as suggested by Hu & Bentler, (1999) and Kline, (2011). The ratio of χ^2 to degrees-of freedom (df), should not exceed 3, adjusted to the goodness of fit index (AGFI) which should exceed 0.8, non- normed fit index (NNFI) and comparative fit index (CFI) should

exceed 0.9, and the root mean square error of approximation (RMSEA) should not exceed 0.08. For our CFA model, χ^2 value of 430.605 with 1 degree of freedom and a probability value of

less than 0.05. A significant p-value indicates the absolute fit of the model is less than desirable. However, the χ^2 test of absolute model fit is sensitive to sample size and non-normality

(Schauppa & Lemuria Carter, 2010). A better measure of fit is chi-square over degrees of freedom (χ^2/df) (Schauppa & Lemuria Carter, 2010). This ratio for the proposed model in this

study is 2.778, which is within the suggested value while AGFI is 0.823, NNFI is 0.925, CFI is 0.908 and RAMSEA is 0.080. As shown in Table 1, all the model-fit indices exceed their respective common acceptance levels suggested by previous research, thus demonstrating that the measurement model exhibited a fairly good fit with the data collected. After examining the model fit, we could therefore proceed to evaluating the psychometric properties of the measurement model in terms of internal consistency reliability, convergent validity, and discriminant validity. The reliability of the survey instrument was established by calculating Cronbach's alpha for the purpose of measuring internal consistency. Most of the scores are above the acceptable level, that is, above 0.70 as suggested by Schmitt, (1996) while convergent validity of the factors is estimated by composite reliability and average variance extracted (see Table 2). Composite reliability for all the factors in the measurement model is above 0.7 as suggested by Segars (1997). The average extracted variances are all above the recommended 0.50 level (Fornell & Larcker, 1981). Convergent validity can also be evaluated by examining the factor loadings from the confirmatory factor analysis (Table 2). Following the recommendation made by Hair et al. (2006), a factor loading greater than 0.50 is considered to be very significant. All of the factor loadings of the items in the measurement model are greater than 0.50. Thus, all factors in the measurement model have adequate reliability and convergent validity. To examine discriminant validity, this study compares the shared variance between factors with the average variance extracted of the individual factors (Fornell & Larcker, 1981) This analysis shows that the shared variances between factors are lower than the average variance extracted of the individual factors, thus confirming discriminant validity (see Table 3). The item-construct correlation by Anderson & Gerbin (1988) also can be used to examine discriminant validity. As we can see from table 4 the correlation pattern shows that an item posited to form a given sub-construct has a stronger correlation with the intended construct than another construct. Hence this indicates there is appropriate discriminant validity. In summary, the measurement model demonstrated adequate reliability, convergent validity, and discriminant validity.

TABLE 1: FIT INDICES FOR MEASUREMENT AND STRUCTURAL MODELS

Model fit indices	Measurement	Structural	Recommended value
Chi-Square statistics χ^2/df	2.778	2.778	≤ 3
AGFI	.823	.823	≥ 0.80
CFI	.908	.908	≥ 0.90

NNFI/TLI	.925	.925	≥0.90
RMSEA	.080	.080	<0.08

TABLE 2: ANALYSIS OF MEASUREMENT MODEL

Construct items	Std. loading	Composite reliability	AVE	Cronbach Alpha
Performance expectancy		0.9	0.68	0.89
Pe4	0.77			
Pe3	0.84			
Pe2	0.85			
Pe1	0.83			
Effort expectancy		0.85	0.6	0.85
Ee4	0.81			
Ee3	0.77			
Ee2	0.75			
Ee1	0.74			
Social influence		0.82	0.61	0.79
SI3	0.55			
SI2	0.90			
SI1	0.86			
facilitating condition		0.75	0.51	0.74
Fc3	0.81			
Fc2	0.68			
Fc1	0.64			
Intrinsic motivation		0.88	0.7	0.87
Iv3	0.84			
Iv2	0.90			
Iv1	0.77			
Continuance intention		0.92	0.78	0.91

Continuance3	0.86
Continuance2	0.94
Continuance1	0.86

TABLE 3: DISCRIMINANT VALIDITY FOR THE MEASUREMENT MODEL

	IV	FC	SI	EE	PE	CONT
INTRINSIC	0.83					
FACILITATING	0.61	0.71				
SOCIAL	0.65	0.53	0.79			
EFFORT	0.55	0.77	0.44	0.76		
PERFORMANCE	0.75	0.55	0.69	0.60	0.82	
CONT	0.52	0.70	0.49	0.64	0.46	0.88

Diagonal in bold : square root of AVE and off diagonal : correlation between construct

TABLE 4: ITEM –CONSTRUCT CORRELATION (DISRIMINANT VALIDITY)

ITEMS	PE	EE	SI	FC	INTR	CONT
Pe1	0.83	0.50	0.57	0.46	0.63	0.39
Pe2	0.85	0.51	0.59	0.47	0.64	0.40
Pe3	0.84	0.50	0.58	0.46	0.65	0.39
Pe4	0.77	0.46	0.54	0.43	0.58	0.36
Ee1	0.44	0.74	0.33	0.57	0.41	0.47

Ee2	0.45	0.75	0.33	0.58	0.41	0.48
Ee3	0.46	0.77	0.34	0.59	0.42	0.49
Ee4	0.48	0.88	0.36	0.63	0.44	0.52
Si1	0.59	0.38	0.86	0.45	0.55	0.42
Si2	0.62	0.37	0.90	0.47	0.58	0.44
Si3	0.38	0.24	0.55	0.29	0.35	0.27
Fc1	0.35	0.49	0.33	0.64	0.39	0.44
Fc2	0.38	0.53	0.36	0.68	0.42	0.47
Fc3	0.45	0.62	0.43	0.81	0.49	0.56
Intr1	0.58	0.42	0.50	0.47	0.77	0.40
Intr2	0.68	0.49	0.58	0.55	0.90	0.47
Intr3	0.63	0.46	0.54	0.51	0.84	0.47
Continuance 1	0.40	0.55	0.43	0.60	0.45	0.86
Continuance 2	0.44	0.60	0.46	0.65	0.49	0.94
Continuance3	0.40	0.55	0.42	0.60	0.45	0.86

EVALUATION OF THE STRUCTURAL MODEL AND HYPOTHESIS TESTING

A similar set of model-fit indices is used to examine the structural model (see Table 1). A comparison of all fit indices with their corresponding recommended values provided evidence of a good model fit. Thus, we could proceed to investigate the predictors in the continuance intention of UCSA student portal. Having established the adequacy of the model's fit, it is appropriate to examine individual path coefficients. This analysis is presented in Table 5. Three of the five hypotheses are supported. Effort expectancy (H2), social influence (H3) and facilitating conditions (H4) increased continuance intentions. . However, H4 is found to be positive and significantly related on continuance intention. Two hypotheses are not supported: Performance expectancy did not significantly influence students' continuance intentions to use the UCSA student portal (H1) and intrinsic motivation did not give any impact to continuance intentions to use the UCSA student portal (H5). The R^2 value shows that performance expectancy, effort expectancy, social influence, facilitating conditions and intrinsic motivation together account for 53% of the variance of student portal continuance intention.

DISCUSSION

The present study found support for three out of five hypotheses in our proposed model. The obtained results suggest that the variables from the UTAUT and Self-Determination theory are important in explaining students' continuance intention to use the student portal. The main theoretical implication of the present study is that an integration of UTAUT and Self-Determination theory, Effort expectancy, social influence and facilitating condition increased

continuance intentions. The relationship between Effort expectancy and social influence on continuance intention are the same result derived from the original UTAUT (Venkatesh *et al.* 2003). Facilitating condition is found to be positive and significantly related on continuance intention and it is contrary to the previous studies (e.g. Venkatesh *et al.*. (2003), Chiu & Wang, (2008), Schauppa & Lemuria Carter, (2010). It is possible that because of the current research being conducted in an academic setting, while the original facilitating condition was carried out in an organizational setting Gusti Nyoman Sedana (2010) that performance expectancy did not significantly influence students' continuance intentions to use the UCSA student portal. This is contrary to the research of Chiu & Wang, (2008) who found that performance expectancy significantly influenced continuance intention to use web-based learning. We found that the UCSA student portal only has limited applications.

TABLE 5: HYPOTHESES TESTING RESULT

Hypotheses	Path	Path coefficient	t-value	Result
H1	Performance expectancy →continuance intention	-0.12	-1.147	Not supported
H2	Effort expectancy→ continuance intention	0.26	2.334**	Supported
H3	Social influence → continuance intention.	0.18	2.170**	Supported
H4	Facilitating conditions →continuance intention	0.40	3.234**	Supported
H5	Intrinsic motivation → continuance intention	0.11	1.144	Not supported

Path coefficient *significant at p<.05;** significant at p<.01;*** significant at p<.001

IMPLICATIONS FOR RESEARCH

This study develops and empirically validates a research model that extends UTAUT by integrating intrinsic motivation in an academic setting. Research on the effects of performance expectancy, effort expectancy, social influence, facilitating condition and intrinsic motivation on e-learning especially in student portal is still not well explored. This study introduces an integrated model consisting of an UTAUT variable and a Self-Determination variable as a salient predictors of student portal continuance intention. This construct helps to explain why students are willing to continue using the student portal.

IMPLICATIONS FOR PRACTICE

The applications in the UCSA student portal are only the registration form and class time table viewing. This may explain why performance expectancy is not positive and significantly related on continuance intention to use the student portal. Therefore, the organization (UCSA) should add more applications into the portal in order to increase performance expectancy towards it. Our finding that intrinsic motivation did not affect the continuance intentions to use the UCSA student portal is inconsistent with several other comparable studies (Lee & Chen, (2005); Roca & Gagne, (2008); Øystein Sørenbø & Vebjørn Flaata Gulli, (2009). Our explanation for this is based on assuming that the design and the implementation of the portal needs to be improved. As proposed by Lee & Chen (2005), one should use a creative approach and design to improve the student portal such as making full use of the rich multimedia capability of the internet to create images, sounds and text in order to facilitate student understanding and enjoyment when using the portal, hence cultivating hedonic pleasure when using the portal (Liua & Arnett, 2000).

LIMITATIONS

There are limitations in this study. Although the present model explains 53% of the variance in continuance intention, it does not include several continuance intention constructs explored in the literature. There is also the possibility of the emergence of common method bias due to measuring users' subjective psychological variables (Liu & Sun, 2010). Therefore, future research could improve the questionnaire design by mixing the order of the question or using different types of scales (Chang, Witteloostuijn, & Eden (2010). Finally, only one variable of Self-Determination theory was included which is intrinsic motivation. Further research could add the antecedent of the variable and should look to investigate the role of UTAUT moderators (e.g. age, gender) in explaining the relationship between the UTAUT variable and continuance intention

CONCLUSIONS

This study reveals that effort expectancy, social influence and facilitating condition have impact on the continuance intention to use the portal system. However, performance expectancy and intrinsic motivation was found not to be a significant predictor of continuance intention. With such results, this study depicts the importance of the organization (UCSA) in understanding the psychological factors in determining the continuation of the use of the portal system. The organization should realize that performance expectancy is an important factor in explaining the continuation of the use of the portal system (Chiu & Wang, 2008). In addition, intrinsic factors also noteworthy, because the students who are excited in the use of a system will lead to a continuation of usage.

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