

# Self-Adjustment of Gifted Students to Parental Treatment

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Accepted: Jan 10 <sup>th</sup> 2023	Reviewed: Marc 5 <sup>th</sup> , 2023	Published: May 30 <sup>th</sup> 2023
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**Abstract;** There are several reasons that may contribute to the social difficulties of academically gifted children. This impacts the child's capacity to communicate and interact with his environment's people. The authoritarian parenting style of intellectually capable parents may have a negative effect on their children if these parents raise their children. This study focuses on the coping strategies used by extraordinarily brilliant children raised by authoritarian parents. This analysis employs a qualitative method, particularly a case study-based strategy. Most of the information was gathered via interviews, observations, and document analysis. This study demonstrates that the patterns and complexities of an individual's personal adjustment may be utilized to estimate how intellectually gifted children adapt to their settings. Intellectually gifted children face problems not shared by other children when it comes to adjusting to their environment; yet, these obstacles may be found in each of these several kinds of adaptation. These elements may be comprehended regarding the three major issues examined in this study. The degree to which a child with exceptional intelligence adapts to his or her surroundings may be influenced by the child's personality, immediate environment, and the parents' degree of authoritarianism. Academically gifted children may have difficulty adjusting in several ways, including the capacity to moderate their emotions, define realistic goals for themselves, and improve on their existing skills.

**Keywords:** Parental Attention, Achievement, Gifted Students

## Introduction

The adjustment process refers to the mental and behavioral responses that people have in response to stressful situations, irritation, and conflicts with expectations<sup>1</sup>. Exceptionally talented children may be able to learn how to adjust not just to the world around them but also to their distinct personalities. Intellectually gifted children grow and utilize their abilities in distinctive ways, and their responses to new experiences are distinct from those of normally developing children of the same age. Children who are gifted academically may experience a shift in their coping techniques as a natural consequence of their maturation brought on by the influence of their relationships with other people<sup>2</sup>.

The authoritarian parenting style of intellectually competent parents may harm their children if such parents raise those children. Authoritarian parents choose to rear their children in a strict

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<sup>1</sup> Abdul Rashid Abdul Aziz et al., "Exploration of Challenges Among Gifted and Talented Children," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 6, no. 4 (2021): 242–251, <http://dx.doi.org/10.47405/mjssh.v6i4.760>.

<sup>2</sup> Ainur Almukhambetova and Daniel Hernández-Torrano, "Gifted Students' Adjustment and Underachievement in University: An Exploration From the Self-Determination Theory Perspective," *Gifted Child Quarterly* 64, no. 2 (2020): 117–131, <http://dx.doi.org/10.1177/0016986220905525>.

and restrictive manner<sup>3</sup>. These parents put in additional effort to guarantee that their children acknowledge and appreciate their efforts and that they adhere to the regulations that they establish. The children of authoritarian parents are expected to adhere to strict guidelines and are never encouraged to interact with one another or discuss their emotions. Instilling in their children an unhealthy obsession with how they measure up socially, making them less eager to take the initiative, and suppressing their natural communication abilities are ways authoritarian parents may have a detrimental impact on their children. Children raised by parents with authoritarian tendencies are at an increased risk of growing up to have poor psychosocial abilities (Iacono et al., 2018). Children who have attended schools with accelerated class programs or superior courses with IQ standards specified by the school are more likely to be intellectually gifted than their peers who have not attended such schools. This can have an effect on the development of both the child and the parents. Preliminary research found that children who attended schools with advanced class programs and that had previously used IQ tests on children to screen children entering class were more likely to be intellectually talented<sup>4</sup>. These factors were present in schools that had previously administered IQ tests on children<sup>5</sup>. The findings of these studies indicate that students attending prestigious institutions may be used as a proxy for determining those who possess extraordinary intellect.

Children that are in the superior class get more attention from the teachers. Students in the top socioeconomic class of the school are given additional advantages and are required to fulfill a variety of distinct tasks in comparison to students in the lower socioeconomic class of the school<sup>6</sup>. Children sometimes have responsibilities that take place after school, such as taking part in extracurricular activities or representing their school in theme contests. When compared to their peers from lower socioeconomic brackets who do not receive treatment, children from higher socioeconomic brackets tend to devote a notably greater amount of time to academic pursuits such as studying, enrolling in enrichment programs that extend beyond the typical school day, and participating in competitive training in a variety of fields.

Although it is essential for children to develop their social skills, the intense educational activities that are part of the advanced class may make it challenging for some of the students to adjust to their new environment. However, there are some children who can triumph over their challenges and flourish despite the changes that have been made to their environments<sup>7</sup>. Concerns over one's place among peers and difficulties in the classroom are two of the most typical obstacles brilliant youngsters encounter.

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<sup>3</sup> Hamid Masud et al., "Parenting Styles and Aggression Among Young Adolescents: A Systematic Review of Literature," *Community Mental Health Journal* 55, no. 6 (2019): 1015–1030, <http://dx.doi.org/10.1007/s10597-019-00400-0>.

<sup>4</sup> Jonathan Wai and Jeff Allen, "What Boosts Talent Development? Examining Predictors of Academic Growth in Secondary School Among Academically Advanced Youth Across 21 Years," *Gifted Child Quarterly* 63, no. 4 (2019): 253–272, <http://dx.doi.org/10.1177/0016986219869042>.

<sup>5</sup> Courtney Ricciardi, Allison Haag-Wolf, and Adam Winsler, "Factors Associated With Gifted Identification for Ethnically Diverse Children in Poverty," *Gifted Child Quarterly* 64, no. 4 (2020): 243–258, <http://dx.doi.org/10.1177/0016986220937685>.

<sup>6</sup> Mickaël Jury et al., "The Experience of Low-SES Students in Higher Education: Psychological Barriers to Success and Interventions to Reduce Social-Class Inequality," *Journal of Social Issues* 73, no. 1 (2017): 23–41, <http://dx.doi.org/10.1111/josi.12202>.

<sup>7</sup> Celene E Domitrovich et al., "Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk in School Children," *Child Development* 88, no. 2 (2017): 408–416, <http://dx.doi.org/10.1111/cdev.12739>.

The historical groundwork for this study focuses on how children with extraordinary intellect adjust to the circumstances in which they are raised. For this reason, it is essential to have an awareness of how intellectually gifted individuals deal with the challenges that come with their early growth to ensure that young people reach the subsequent stage of development in excellent physical health<sup>8</sup>. As a consequence of this, it is intended that more complete and accurate information will be acquired on the most effective ways to nurture intellectually gifted children across a variety of parenting ideologies. This will be accomplished as a result of the fact that.

## Methods

This study uses qualitative research methods, and a case study methodology is utilized for the data-gathering process. Throughout the whole of the period devoted to the gathering of data, this study made use of the approaches of observation, interviews, and documentation. This study used three distinct approaches to theoretical coding data analysis: open coding, axial coding, and selective coding. Each of these approaches is a theoretical coding. The first stage, called open coding, consists of summarizing, contrasting, and categorizing data by building a category. This is done before moving on to the next step. This is completed during the first phase. The second stage is axial coding, and it is the act of returning data once the process of open coding has been completed. This step comes after the first step. This may be accomplished by constructing linkages between categories, or it can be thought of as associating subcategories with the categories to which they belong. The third stage is referred to as the selective coding stage, and it is comprised of the process of selecting primary categories. This is accomplished by methodically integrating the core categories with additional categories that are stated in a paragraph that has a succession of categories to establish a pattern or theme. These additional categories are stated in a paragraph that has a succession of categories to establish a pattern or theme.

## Results and Discussion

### Factors Affecting Self-Adjustment

How effectively an unusually bright youngster adapts to their surroundings may be influenced by the child's personality, exposure to outside stimuli, and the extent of parental authoritarianism<sup>9</sup>. Whether a kid with exceptional intelligence uses one set of coping mechanisms or another depends on personal circumstances, including the child's current state of health, the accessibility of environments the child finds unpleasant, and the difficulty of the subject matter being studied. The social milieu conflicts that arise during interactions, the caliber of friendships developed, and the breadth and depth of extracurricular activities undertaken are all external factors that may impact the social adjustment of intellectually gifted children. Besides parental expectations and parental support, other elements of authoritarian parenting may affect the social adjustment of children with exceptional intelligence. Kids who excel academically tend to have more complex social needs<sup>10</sup>. The impact of these variables leads to differences in the coping

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<sup>8</sup> Antonia (Toni) Szymanski and Melissa Wrenn, "Growing Up With Intensity: Reflections on the Lived Experiences of Intense, Gifted Adults," *Roepfer Review* 41, no. 4 (2019): 243–257, <http://dx.doi.org/10.1080/02783193.2019.1661054>.

<sup>9</sup> Jean Mercer, "Are Intensive Parental Alienation Treatments Effective and Safe for Children and Adolescents?," *Journal of Child Custody* 16, no. 1 (2019): 67–113, <http://dx.doi.org/10.1080/15379418.2018.1557578>.

<sup>10</sup> Jennifer Engle, "Postsecondary Access and Success for First-Generation College Students," *American academic* 3, no. 1 (2007): 25–48.

strategies of gifted children. Researchers concluded that the respondent's parents' authoritarian parenting style contributed to their children's success in becoming intelligent adults<sup>11</sup>.

Children who have not been sufficiently socialized are more likely to experience anxiety and disappointment in their ability to interact with their peers. Kids who don't get along with others have a harder time adjusting to new situations. It is fairly uncommon for children whose parents need to take the time to have meaningful conversations with them to have a limited vocabulary and difficulty expressing themselves as adults<sup>12</sup>. Children have trouble making sound decisions because they rely so much on their parents for information. Additionally, it hinders young people's capacity to form their own identity.

Restricting and pressuring a youngster to act in a certain way might have an effect on their ability to influence others. This is because children have a negative reaction when they are forced to do anything. They will have a hard time keeping cool when justifying their behavior to others because they are afraid of making errors and have a low tolerance for annoyance. That makes it harder for them to control their emotions and tone while communicating. Kids are afraid to make errors because they have been used to a specific manner of doing things<sup>13</sup>. However, when children aren't given clear instructions, they might develop fear of taking chances. As a result of this anxiety, some young people make the error of thinking that doing everything precisely as instructed makes them right. When instructed properly, children do not act this way. Children taught to value norms imposed using threats or physical force is more likely to have a negative worldview and have difficulty trusting others<sup>14</sup>. This is because the focus of teaching young children shifts to meeting mandated requirements.

From the inside out, we may describe health problems as physical or mental. Disagreements about what to eat, health problems, and mental demands all fall into this category. The responder's health problem is internalized to the degree that it affects his reaction to environmental factors. Consider the following illustration: The respondents have a few pet peeves, such as a dislike for certain activities or an aversion to particular possessions.

There was evidence that respondents' answers were impacted by their perception of the unpleasantness of the activities at hand when asked how they adapt to execute things they don't enjoy but have to do to fulfill social and cultural norms<sup>15</sup>. Respondents are expected to meet these criteria because of the importance society puts on them. The respondent's dislike for certain aspects of his environment affects how he adjusts to circumstances he'd like not be in. Academic challenges have been cited by respondents with respect to the internal part in and of itself, such as conflicts with previously taught information and errors. All of the respondents' responses to the lessons they like and the lessons they don't enjoy but still need to study to maintain their level of

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<sup>11</sup> Matthias Doepke and Fabrizio Zilibotti, "Parenting With Style: Altruism and Paternalism in Intergenerational Preference Transmission," *Econometrica* 85, no. 5 (2017): 1331–1371, <http://dx.doi.org/10.3982/ecta14634>.

<sup>12</sup> Paul D Hastings, Jessica S Grady, and Lindsey E Barrieau, "Children's Anxious Characteristics Predict How Their Parents Socialize Emotions," *Journal of Abnormal Child Psychology* 47, no. 7 (2018): 1225–1238, <http://dx.doi.org/10.1007/s10802-018-0481-z>.

<sup>13</sup> Vivien Berry, Susan Sheehan, and Sonia Munro, "What Does Language Assessment Literacy Mean to Teachers?," *ELT Journal*, 2019.

<sup>14</sup> Stacey Crane and Marion E Broome, "Understanding Ethical Issues of Research Participation From the Perspective of Participating Children and Adolescents: A Systematic Review," *Worldviews on evidence-based nursing* 14, no. 3 (June 2017): 200–209, <https://pubmed.ncbi.nlm.nih.gov/28207982>.

<sup>15</sup> Antony S R Manstead, "The Psychology of Social Class: How Socioeconomic Status Impacts Thought, Feelings, and Behaviour," *The British journal of social psychology* 57, no. 2 (April 2018): 267–291, <https://pubmed.ncbi.nlm.nih.gov/29492984>.

competence throughout their courses are impacted by the conflicts that emerge inside the session. The responder's capacity to adapt to the learning errors that lead others to misunderstand the responder is influenced by the responder's previous mistakes.

In terms of external factors, the way the responder's social environment treats the responder is a factor that influences the responder's ability to adapt to the perspectives and behaviors of others in the environment<sup>16</sup>. Environmental therapy refers to activities of this kind. The social environment's treatment included the respondent's father treatment, family treatment, sibling treatment, mother treatment, parent perception of respondent, friend treatment, teacher treatment, friend perception of respondent toward respondent, teacher perception of respondent toward respondent, consequences received, and an insufficient home environment. A social conflict involves putting the respondent's coping strategies to the test so they can figure out how to best resolve challenges that have arisen as a result of their social interactions with people in their local area<sup>17</sup>. This battle was started by an external actor or group. Disagreements are possible in a number of settings, such as interactions with siblings, when playing, with friends, or even with no one at all. Even if there is no one else there, there is always the potential for a disagreement.

Even though some respondents' relationships with both instructors and friends are less than friendly, a significant number of respondents claim that they feel at ease in their connections with certain close friends<sup>18</sup>. The capacity of the responder to adjust to the new social environment is impacted by a variety of external factors, one of which is the nature of the respondent's pre-existing social contacts. On the other hand, not all relationships lead to happiness and joy. The interactions that a person has with their family, the people who teach them, and the people who are in their peer group make up their social life. Regarding the external factor, the respondent's capacity to adjust to the manner in which social activities are required to be carried out by the respondent due to obligations is impacted by a variety of social activities. This is because the respondent is obligated to participate in certain social activities. In addition to rigorous teaching and tasks performed at home, activities that take place at school but in which the participant does not take part are considered to be examples of "social activities" (Kaljača et al., 2019). The degree to which a person can get along with the others that comprise their social context is impacted by each of these elements.

## Parental Pattern

Authoritative parenting is characterized by the imposition of stringent rules and expectations, most of the time without first seeking the children's input. A child raised in an environment dominated by authoritarian parenting may grow up dissatisfied, lacking initiative, willingness to handle difficulties, and poor communication skills<sup>19</sup>.

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<sup>16</sup> Joshua L. Miller and Gianluca Pescaroli, "Psychosocial Capacity Building in Response to Cascading Disasters: A Culturally Informed Approach," *International Journal of Disaster Risk Reduction* 30 (2018): 164–171, <http://dx.doi.org/10.1016/j.ijdr.2018.04.018>.

<sup>17</sup> Michael Broukhim et al., "Interprofessional Conflict and Conflict Management in an Educational Setting," *Medical Teacher* 41, no. 4 (2018): 408–416, <http://dx.doi.org/10.1080/0142159x.2018.1480753>.

<sup>18</sup> Conor Duffy and Sophie Scott, "Should I Keep My Children Home from School Due to Coronavirus? - ABC News (Australian Broadcasting Corporation)," last modified 2020, accessed April 6, 2020, <https://www.abc.net.au/news/2020-03-16/should-i-keep-my-children-home-from-school-due-to-coronavirus/12058200>.

<sup>19</sup> Joana Jaureguizar et al., "Perceived Parenting and Adolescents' Adjustment," *Psicologia, reflexao e critica: revista semestral do Departamento de Psicologia da UFRGS* 31, no. 1 (March 7, 2018): 8, <https://pubmed.ncbi.nlm.nih.gov/32026134>.

The parents' expectations and support are parts of the authoritarian parenting style studied in this article. Both of these characteristics have an effect on how well intellectually gifted children can adapt to their environments<sup>20</sup>. The respondent's parents displayed authoritarian tendencies because they adhered to the five tenets of authoritative parenting. These tenets are as follows: standardizing limits and firm control over children; limiting children's opportunities for verbal dialogue; restricting and coercing children into doing what the parents want; placing a premium on parental needs and the authority of parental opinion; and maintaining close, watchful vigilance over their children.

The two-way flow of information between a parent and their child may be inhibited by a parenting method that prioritizes the parents' needs and desires, as well as the parents' own honest judgment<sup>21</sup>. When children learn that their parents' words carry the most weight and that their own ideas are not valued as highly, it makes them less likely to voice their own ideas and more likely to wait to be told what to do. This is because they have learned that their parents' words carry the greatest weight. Because the care provided by the respondent's mother has a detrimental impact on the independence of the respondent, in the sense that the youngster is less likely to take the initiative to achieve tasks for himself and is less likely to do so successfully. Parents who limit their children's activities as a kind of severe punishment often foster in them a disposition that is more obedient, less independent, and less self-assured than parents who give their children more leeway to pursue their own interests.

The responder's adjustments to how to carry out the orders given by the parents is influenced by the parental expectations in parenting styles such as the authoritarian approach. This ensures that the responder continues to carry out the directives as instructed. The characteristics and obligations that come hand in hand with being a parent are what we refer to when discussing "parental demands"<sup>22</sup>. These needs impact how people's ideas, feelings, and behaviors respond to everything in their environment. The component of authoritarian parenting affects how a response is adapted to determine the most effective approach to accepting and using parental help.

The support of parents consists of encouraging their children to study and encouraging their children to participate in competitions<sup>23</sup>. The academic processes and results of the respondents are impacted as a result of this help. In light of this, it should come as no surprise that factors inside the kid, factors within the child's environment, and the parenting style of the child's parents all play a role in deciding how well children with exceptional intelligence transition to school.

### **Gifted Students Self Adjustment**

Academically talented children need to work on three aspects of their identities at once to adapt to their new circumstances, responses, expectations of themselves, and skills. In the first form of adjustment, one's manner of responding comprises one's beliefs about how one is treated

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<sup>20</sup> Vassiliki Pilarinos and C R Solomon, "Parenting Styles and Adjustment in Gifted Children," *Gifted Child Quarterly* 61, no. 1 (2016): 87–98, <http://dx.doi.org/10.1177/0016986216675351>.

<sup>21</sup> Sylvie Lévesque et al., "Parenting and Relational Well-Being During the Transition to Parenthood: Challenges for First-Time Parents," *Journal of Child and Family Studies* 29, no. 7 (2020): 1938–1956, <http://dx.doi.org/10.1007/s10826-020-01727-z>.

<sup>22</sup> Isabelle Roskam and Moira Mikolajczak, "Gender Differences in the Nature, Antecedents and Consequences of Parental Burnout," *Sex Roles* 83, no. 7–8 (2020): 485–498, <http://dx.doi.org/10.1007/s11199-020-01121-5>.

<sup>23</sup> Lilia Halim et al., "The Roles of Parents in Cultivating Children's Interest towards Science Learning and Careers," *Kasetsart Journal of Social Sciences* 39, no. 2 (2018): 190–196, <http://dx.doi.org/10.1016/j.kjss.2017.05.001>.

in social contexts, emotions in response to such treatment, and strategies for dealing with social situations and activities<sup>24</sup>. The cognitive, affective, and behavioral characteristics of intellectually talented children are typically cited as instances of the kind of adjustment called responding.

How a person is treated socially may provide light on their underlying cognitive traits or preferred mode of thought. The way a person feels emotions might reveal something about their affective characteristics. Information about behavior connected with action may be gleaned from an individual's responses to treatment and participation in social activities<sup>25</sup>. How well kids can adjust to changing circumstances is a major factor in how well they will overcome any challenge they face.

The second kind of self-adjustment involves having expectations not just for oneself but also for one's family and oneself regarding growth and development<sup>26</sup>. So, self-expectations include more than just an individual's desires. Children exhibit self-expectations, a sort of self-adjustment in which they want the projected changes to occur not just in themselves but also in the others around them for things to improve. When kids want things to improve, you see them make these adjustments. The third kind of self-adjustment, self-excess, may be seen in acts like self-accomplishment, the creation of games, and the pursuit of hobbies. Self-absorption refers to this adjustment<sup>27</sup>. The kid may be adjusting to the benefits of the self via how they are provided for and educated. This is the child's uniqueness in his maturation, and it may be seen. This might be a means of adapting to the new circumstances.

Brilliant children may have varied degrees of trouble adapting as a consequence of this, with the differences stemming from differences in the causes that contribute to this difficulty and the strategies employed to cope with it (Collins & Jones Roberson, 2020). Intellectually talented children's development is characterized by a wide range of outcomes, all of which can be traced back to differences in how they cope with their unique challenges and adapt to their social environments. Gifted academics frequently struggle in three areas of their personal lives: adjusting to their self-conditions, adjusting to the demands that are placed on them, and adjusting to their own health. Social adjustment is a process that children with exceptional intelligence must go through<sup>28</sup>. This involves adjusting to how they are treated by their family, teachers, classmates, and the larger society.

## Conclusion

The results of the research indicate that the forms and variations of adjustment shown by intellectually bright children may provide some insight into the factors that influence the

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<sup>24</sup> Johannes Stricker et al., "Intellectual Giftedness and Multidimensional Perfectionism: A Meta-Analytic Review," *Educational Psychology Review* 32, no. 2 (2019): 391–414, <http://dx.doi.org/10.1007/s10648-019-09504-1>.

<sup>25</sup> Monideepa Tarafdar et al., "Explaining the Link between Technostress and Technology Addiction for Social Networking Sites: A Study of Distraction as a Coping Behavior," *Information Systems Journal* 30, no. 1 (2019): 96–124, <http://dx.doi.org/10.1111/isj.12253>.

<sup>26</sup> Harwanti Noviadari and Agus Mursidi, "Relationship of Self Concept, Problem Solving and Self Adjustment in Youth," *International Journal for Educational and Vocational Studies* 1, no. 6 (2019), <http://dx.doi.org/10.29103/ijevs.v1i6.1599>.

<sup>27</sup> Seyede Elahe Ghoreyshi, Hamidreza Shirvani-Mahdavi, and Seyede Zahra Shoursheini, "A Distinct Approach to Laser Plasma Spectroscopy through Internal Reference Standard Method with Peak Intensity-Based Self-Absorption Correction," *Applied Physics B* 125, no. 7 (2019), <http://dx.doi.org/10.1007/s00340-019-7234-8>.

<sup>28</sup> Joni M Lakin and Jonathan Wai, "Spatially Gifted, Academically Inconvenienced: Spatially Talented Students Experience Less Academic Engagement and More Behavioural Issues than Other Talented Students," *British Journal of Educational Psychology* 90, no. 4 (2020): 1015–1038, <http://dx.doi.org/10.1111/bjep.12343>.

adjustment of these individuals. The data mining technique, which consisted mostly of interviews, observations, and document reviews, led to the discovery that intellectually bright children could be adjusted into three distinct groups. This study focuses on three main topics: the factors that impact the adjustment of intellectually talented children, the different forms of adjustment that intellectually gifted children experience, and the disparities in the adjustments that intellectually gifted children experience.

It is possible for parents of talented children, and especially parents of gifted children, to get to know their children on a deeper level if they give their children plenty of opportunities to voice their thoughts and emotions about the challenges they face. Families with talented children have children who are more likely to be gifted themselves. Parents must maintain a watchful check on their children without overreacting to any particular circumstance. Educating intellectually talented children to participate in more regular communication is one of the most critical roles that siblings and parents play in the development of gifted children.

### Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.2 /129 /44)

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