

RESEARCH ARTICLE<https://doi.org/10.56868/ijmt.v1i1.11>**Investigation of Professional, Spiritual and Emotional Intelligence on Organizational Learning**Toheed Fatima¹, Maria Zalfaqa², Ansar Ali Mehdi³, Shehryar Ahmed^{4*}¹. Allama Iqbal Open University, Islamabad, Pakistan². National University of Modern Languages, Islamabad, Pakistan³. Bahria Business School, Bahria University, Pakistan⁴. Manipal International University, Putra Nilai, Negeri Sembilan, Malaysia

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Abstract

Continuous learning is the norm of the learning organizations. It works like for blood for knowledge workers to proceed and succeed. Moreover, it keeps employees' firms, optimistic and enthusiastic. This study focused on the professional, spiritual, and emotional intelligence and their incorporation for organizational learning effectiveness and development. The study is based on the cross sectional quantitative data, which was collected through structured questionnaire using survey method. The questionnaire was adopted from previous studies. The study adopted convenient sampling technique for the collection of data. A total of 500 questionnaires were distributed, however, only 418 questions were received back, which were complete and considered for the inclusion in the study. Moreover, the study used SPSS for the data analysis. The study results admit that professional, spiritual and emotional intelligences have significant impact on organizational learning and effectiveness. Moreover, the study confirmed that learning organizations give better support to their and have higher level of support for their knowledge worker. The study recommends that all the learning organizations should develop a mechanism for the professional, spiritual and emotional development of their knowledge worker for their better throughput, productivity and efficiency of the organization.

Keywords: Emotional Intelligence, Spiritual Intelligence, Professional Intelligence, organizational learning, organizational learning and development, organizational effectiveness.

INTRODUCTION

Learning organizations are supposed to adopt continuous learning approached for their workers. It will help to develop their human capital asset, which can be used for organizational development, effectiveness and efficiency (Hart, et al, 2016; Talmy, 1995). Different organizations adopt different strategies for the enhancement of their workforce depends upon the need, requirement, context, domain and size of the organization (Adcock, 2012; Academic Skills Center, 2013). It promotes innovation, ideation, resilience, optimism and opportunism among the employees, who can better help to cope with organizational and industrial challenges, opportunities and presents better choices and solutions (Boud, Cohen, & Sampson, 2006; Virtual University, 2012; Tovstiga, Odenthal, & Goerner, 2004).

Organizational learning focuses on the capacity, capability and skill development of the knowledge worker. This development should be holistic, which should include cognitive, social and behavioral aspects of the development (Bloom E. L., 2007; A.Hart, Gilstrap, & C.Bolino, 2016). This

holistic aspect brings together pragmatic attitude among knowledge workers, which develops new opportunities, insights. Learning charge them socially and emotionally, motivate them and let them go to accept and cope the challenges (Spindell, 2014; Bernstein, 2012). Besides cognitive development, there are different aspects of the workers, which need to be developed to bring consistency in processes, practices and procedures. This stance is supported by both contextual and content analysis (Comedis, 2014; Elbanna, 2015). Learning theories indicates that learning can't be confined to the cognitive abilities, even cognitive abilities need to be aligned with the other abilities to comprehend the phenomenon of interest and deliver the desired throughput (Seirafi, 2012; Eryilmaz, 2016; Henri, 2009).

Organization must realize the need of the social capital and its role in the organizational learning effectiveness. Therefore, these days, learning organizations are more focusing on the social, emotional, psychological, professional, and spiritual aspects of their knowledge workers (Göhlich, 2016; Kansas, 2016). Organizational learning is still in infancy, especially in the developing counties, very less concentration is given to the learning modules of the knowledge worker. It can be one of the reason that many organizations could not survive in the turmoil and uncertain situations (Elbanna, 2015; Joseph, 2014; SuccessFactors & Mateo, 2007).

According to current research recommendations, learning organizations need to focus more on the emotional aspects i.e. emotional intelligence (Quotient) (EQ) of the workers for getting optimized results and should investigate their role in the organizational learning effectiveness. Similarly, Andalib, Azizan, Turi, danilla, & Kaman (2022), Hussain, et al., (2022) and Rosak-Szyrocka, Apostu, Turi, & Tanveer (2022) recommends that emotional intelligence complemented by the professional intelligence (Quotient) (PQ) and spiritual intelligence (Quotient) (SQ) may bolster the effectiveness and efficiencies of the workers and organization. Therefore, based on the recommendations, this study focus on the emotional, professional and spiritual intelligence and their role in organizational learning effectiveness and development.

The study is limited to the learning organizations only. The data was collected from learning organizations, located in the twin capital cities (Islamabad and Rawalpindi) of Pakistan. The study is empirical in nature, which collected and tested quantitative data to assess the relationship among EQ, PQ and SQ. Therefore, the main question of the study was “to examine the impact of EQ, PQ and SQ on OL and also to explore the relationship among these constructs.

LITERATURE REVIEW

Organizational learning

OL is considered as a blood for the learning organizations. OL focus on the organizational problems, their contextualization and provision of best possible, feasible, optimal and suitable solution

according to the context, situations, domains, need, size, structure and complexity of the problem (Ebrahimi, Chamanzamin, Roohbakhsh, & Shaygan, 2017; Schon, 1975; Barr, Stimpert, & Huff, 1992; Turi, Ghani, Sorooshian, & Abbas, 2017). Besides this, OL is proactive in nature, and always focus on developing aptitude for leaning among the workers, so that they can cope with the future challenges, threats and opportunities (Tofan, 2013; Bollinger & Smith, 2001; Borah, 2013; Asim, Turi, Shahab, & Rubab, 2023).

Organizations may not survive without continuous, structures and organized mechanism for learning inside the organization. It is one the basic reason, that many organizations can't survive, or remain still and stagnant (Conklin, 2001; Gilaninia, Rankouh, & Gildeh, 2013; Toheed, Turi, & Ali, 2019). In contrast to this, many organization flourish and capture the market with no time, as they hunt talent from the market and focus on its continuous training and development, which adds to both individual and organizational performance (Curado, 2004; UNO, 2003; Gilaninia, Rankouh, & Gildeh, 2013; Pu, et al, 2022).

OL can't and should not be confined to the cognitive learning, development of the cognitive capacity and faculties of the individual (lukke, 2014; Hart, et al, 2016; Eraut & Hirsh, 2008; Bashir, Khwaja, Turi, & Toheed, 2019). The management should arrange the required processes, procedures, and policies, which contribute the holistic development of the workers, which should include and not limited to social, behavioral and emotional aspects of the knowledge workers (Doshi & Khokle, 2011; Choo, 2016; Al-Hussaini, Turi, Altamimi, Khan, & Ahmad, 2019; Bashir, Khwaja, Rashid, Turi, & Waheed, 2020).

Professional intelligence and organizational learning

Professional intelligence (PQ) is the combination of both cognitive and behavioral phenomenon and can be linked to organizational performance theories like theory X, Theory Y and also theory Z. it talks about the emerging situational phenomenon, that in one special circumstance, how an individual meet organizational and customer's expectations, needs and requirements (Briz-Ponce, Pereira, Carvalho, Antonio Juanes-Méndez, & José García-Peñalvo, 2017; Adcock, 2012; Ahmad & Lodhi, 2014). PQ talks about the worker attitude and aptitude to the organizational targets, goals and achievements. Moreover, it also postulates that knowledge workers expects professional development while performing on certain challenging tasks (Apostolou, 2014; azma & mostafapour, 2011; Kang, Turi, Bashir, Alam, & Shah, 2021).

According to the leadership theories, it is the main duty of the manager and leader that they should sense the nerves and potentials of the knowledge workers and accordingly he should be assigned duty. Moreover, the knowledge workers should not be stacked to certain role and position (Armstrong, 2010; Barr, Stimpert, & Huff, 1992; Rosak-Szyrocka, Apostu, Turi, & Tanveer, 2022). Their role should

be made complex, challenging and even complicated, so that they can learn from these emerging situation and can be best prepared for the upcoming challenges, opportunities and threats (Austina, Evansb, Goldwatera, & Pottera, 2005; Crook, 2012; Sun, Sarfraz, Turi, & Ivascu, 2022).

Similarly, through job rotation, job enrichment, job enlargement and also the deputation are the other tools, models and techniques, through which individual professional experiences, exposure, skills and faculties can be explored and exploited for the betterment of that very specific individual and also for the organizational learning, effectiveness and development (Birmingham, 2015; Ford, 2006; Tipu, Turi, & Khan, 2022). These tools techniques have proven results, as it cooks and boost the inner and hidden capacities and capabilities of the individual and utilize them. These processes, practices and procedure adds to both, individual and organization learning (Blerk, 2013). These techniques keep the worker motivated, firm, optimistic, and pragmatic and contributes to organizational learning and development (Daud & Kamsin, 2003; Swift & Hwang, 2013; Sun, Sarfraz, Turi, & Ivascu, 2022; Turi, Khastoori, SorooshianI, & Campbell, 2022).

Emotional intelligence and organizational learning

Human is more emotionally intelligent. According to certain research papers, more than 90%, human is emotional being and believes in emotionality (Agarwal & Garg, 2012). Its more operations, processes, plans and procedures are based on emotion and heuristics (Crook, 2012; Tipu, Turi, & Khan, 2022). EQ refers to the worker's abilities to recognize his own emotions and the emotions of other and accordingly respond. It means that on the basis of the contextual and situation analysis, a worker should respond to the situation (Castaneda & Rios, 2007; Bustinza, Molina, & Arias-Aranda, 2010).

In any organization, manager and leaders should be socio-psychologist. They should know the interest, like and dislike of the knowledge workers, their inclination, orientation and amelioration and accordingly assign them a job. It will provide them social, emotional, psychological and moral safety and security (Comfort, 2009; Tipu, Turi, & Iqbal, 2023). In such a situation all their faculties, skills, and sense start working in complementary way, in a synergetic way and adds to one another, therefore learning at individual, group and organizational level occur. It forms a culture of learning, where knowledge is acquired, stored, shared and disseminated among the knowledge workers (Turi & Sorooshian, Leaders' role: now and then, 2022; Ajzen, 1991).

EQ is considered as pre-requisite for organizational learning, development and performance. It develops intrinsic motivation, which persuade individual to learn and operate. It is equally applicable to all classes, color, gender and creed (Boxall & Purcell, 2016). Similarly, it is equally applicable for the development of soft and hard (technical skill). According to previous studies, EQ is applicable to all walk of life and considered as better to synergize, motivate and push worker for learning and working (Danish, Munir, Kausar, Jabbar, & Munawar, 2015; Shareef, Kumar, Kumar, & Hasin, 2009).

EQ is composed of four parts. In the first quadrant, it talks about self-recognition and self-regulation. All human should focus on their inner and hidden faculties, capability and capacities and enrich them with organizational goals and target (Burns & Bodrogini, 2011). Similarly, in 2nd quadrant admits the knowledge worker should also recognize the emotions of other worker and accordingly responds and behave in certain situations. In simple words it talks about empathy, putting yourself in some other shoes, so that other workers' rights should not be disturbed (A.Schon, 1975; Barros, Ramos, & Perez, 2015). Moreover, social skills postulated that all knowledge workers should develop better social and relational skills and binding, which can be beneficial in knowledge sharing and development at the individual and organizational level (Bierly, Kessler, & Christensen, 2000; Comedis, 2014).

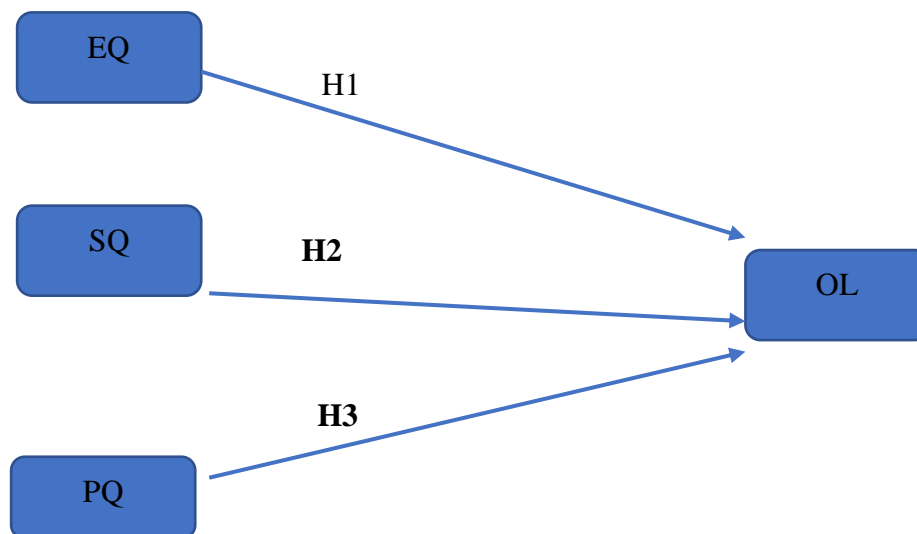
Spiritual intelligence and organizational learning

Spiritual intelligence is sub part of the professional and emotional intelligence and it is defined as the capacity and strength of the individual that how much rigorously he is carrying out certain task being remain on the job. This phenomenon has need further digging, as the literature is silent on the spiritual inelegance. However, every individual know and practice it in their personal and professional lives (Ahmad & Lodhi, 2014; Coetzer, Kock, & Wallo, 2017; Tiwari, Pandey, & Sharma, 2010; Jing, Turi, Lu, & Rosak-Szyrocka, 2023). Additionally, this construct carries a meaning of the wellbeing of the individual, group and organization. It proclaims that every individual should perform optimistically, pragmatically, with courage, enthusiasm, and added value. This state of mind will not only enhance individual learning and capacities, but also the organizational learning and growth will happen (Ford, 2006; James G. March, 2006; Rehman, Turi, Rosak-Szyrocka, Alam, & Pilař, 2023).

Furthermore, it is stated that spiritual intelligence brings organizational citizenship behaviors among knowledge workers and they perform all the assigned jobs and responsibilities with the social belonging attitude. The state empowers individual workers, they share their failure and success both in free will among the organizational setting (Goldin, 2014; Hong, 1999; Zulfaqar, Bashir, Yaghamour, Turi, & Hussain, 2013). Besides this, it develops moral and confidence of the knowledge workers, therefore, remain in a better position to perform, and add to personal, group and organizational learning (Hasan & Kazlauskas, 2014; Bavarsad, Ahmadi, Rahimi, & Zamani, 2014).

Conceptual Model for the Study

On the basis of the above-mentioned findings and premises, the study came with the following model and hypothesis.



Source: (Self Developed)

Hypotheses

- H1:** There is a positive relation EQ with organizational learning.
- H2:** There is a positive relationship of SQ and organizational learning.
- H3:** There is a positive relationship of PQ and organizational learning.

RESEARCH METHODOLOGY

The study is based on the quantitative data, which was accumulated from the targeted respondents, working at national and international organizations located at the twin cities of Pakistan i.e. Islamabad, and Rawalpindi. The data was obtained using structured questionnaire, which was adopted from previous study. The questionnaire was twisted according to the need and context of the study. The items were measured using 6-Likert Scale ranging from 1= strongly Disagree and 6= strongly agree. The study adopted cross-sectional approach for the collection data. Moreover, convenient sampling technique was adopted for accessing the target respondents. A total of the 550 questionnaire were distributed, however, the study got back 489 questionnaires back. They were screened out, and 17 questionnaires were found redundant and duplicate, therefore, they were moved in the first stage. Similarly, 11 more questionnaires were removed, as they were having more than 10% missing values. So, the left with 461 questionnaires. The Study used SPSS for the data analysis and result compilation.

In the data collection the data was collected from professionals belonging to different field of life, like engineering, medical science or social sciences. The inclusion of the professional from domain were done with the philosophy to include major field and also to assess certain variations, if any among the professionals of different fields. The respondents were selected to have good professional experiences, knowledge and skills. Moreover, both gender was included in the survey to make it more versatile. The demographic information is given in Table 1.

Table 1. Demographics of the study

Study Items		Frequency	Percentage %	Total
Gender	Female	311	68%	461
	Male	150	32%	461
Qualification	Bachelor	100	22%	461
	Master	276	60%	461
	PhD	52	11%	461
	Professional	33	7%	461
Age	30-40	145	24%	461
	41-50	265	65%	461
	51-60	51	11%	461
Professional Experiences	1-5 years	211	36%	461
	6-10 years	162	45%	461
	11-15 years	88	19%	461

Reliability Analysis

Reliability analysis talks about the reliability and validity of the scale, instrument and its items. In SPSS, it values should be more the 0.7, otherwise the scale and items will not be considered reliable and valid. According to the results, all the items got the reliable score and the overall reliability statistic has been given in the Table 2. The statistic proclaims that the scale and item was found reliable and satisfactory. Moreover, Table 3 indicate the detailed overview of the constructs and their item wise scale reliability. So, reliability was achieved for all the construct.

In current study, analyzing reliability means calculating a construct ability to produce consistent results. Internal consistency analysis was done separately for the variables corresponding to each of the four constructs. Over all reliability of the variables:

Table 2. Reliability analysis

Cronbach's Alpha	N of Items
.952	57

Table 3. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Cronbach's Alpha if Item Deleted
EQ	10.2282	3.214	.635	.944
PQ	10.5644	2.674	.830	.844
SQ	10.3965	2.723	.834	.825
OL	10.3693	2.802	.837	.849

Descriptive Statistics

Descriptive describes and summarize values for the constructs of the study. Descriptive statistics also graphically display and present the destruction (distributive values) of the construct graphically. The descriptive statistics of the study are given in Table 4. According to the values, the mean of the construct is higher than their respective standard deviation values, which means, that the professional workers considers that EQ, PQ and SQ are required and have a significant impact on the organizational learning effectiveness and development.

Table 4. Descriptive Statistics of the Questionnaire

	Number of respondents	Minimum	Maximum	Mean	Std. Deviation
EQ	461	1.823	4.725	3.646	.5789
PQ	461	1.273	4.753	3.288	.6132
SQ	461	1.334	4.504	3.464	.2495
OL	461	1.775	4.715	3.834	.3340
Valid N	461				

After descriptive statistics, correlation was calculated to assess the relationship among the constructs of the study. According to the values, all of the variable are significantly correlated to one another, which show a strong association and affiliation to one another. According to the correlation statistics, the respondents admits that EQ, SP, PQ have significant association with OL. Which means

that the learning organization should develop healthy atmosphere for the sharing of learning among their workers. If they are professionally, emotionally and spiritually satisfied, they will be greater opportunity for learning and development at individual, group and organizational level.

Table 5. Correlations

	EQ	SQ	PQ	OL
EQ	1			
SQ	.583**	1		
PQ	.755**	.787**	1	
OL	.670**	.753**	.796**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis

Regression analysis is a powerful analysis to explore the relationship and impact of one variable on other, or to summarize the relationship and impact among themselves. Mostly, regression analysis is applied to examine the impact of independent variable on dependent variable. Table 6, Table 7 and Table 8 summarize the values for the regression analysis. In Table 6, values of the construct in the model i.e. of R, R Square, adjusted R model fitness indicates that model is fit for the study and found suitable to measure the organizational learning with respect to SQ, PQ and EQ.

Table 6. Regression Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.830 ^a	.662	.673	.3685

- a. Predictors: SQ, PQ and EQ
- b. OL

Similarly, Table 7 holds the values for regression ANOVA. The values for F-statistic were attained significant at 0.000 (which is less than 0.005). The model indicates significant relationship among the dependent and independent variable.

Table 7. Regression ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.184	3	10.061	74.355	.000 ^b
	Residual	14.749	109	.135		
	Total	44.934	112			

a. Dependent Variable: organizational performance

b. Predictors: (Constant), EQ, SQ, PQ

Furthermore, Table 8 summarizes the coefficient values for the regression analysis. For all the constructs, i.e. EQ, PQ and SQ, T-statistic was found more than its threshold values i.e. (T=> 1.96). Likewise, all the variable attained the P-value less than 0.005. so the model admits that the independent variables, EQ, SQ and PQ have significant impact on OL. In the same way, the Beta values explain significant relationship, variation and contribution of independent variables (SQ, PQ, EQ) on dependent variable (OL).

Table 8. Coefficients of Regression

Model		Un-standardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.543	.231		2.185	.001
	EQ	.043	.082	.082	2.080	.001
	SQ	.355	.082	.373	4.277	.000
	PQ	.427	.103	.432	4.198	.000

a. Dependent Variable: organizational learning (OL)

Table 9 maintain the values for gender. The data was analyzed keeping the gender variable as a constant or control variable it got amazing results. According to the findings, the values for all constructs are different for male and female, which proclaim that the EQ, SQ and PQ are not same in both the genders.

Table 9. ANOVA for Gender

		Sum of	Mean			
		Squares	Df	Square	F	Sig.
OL	Between Groups	10.495	1	10.495	85.092	.000
	Within Groups	31.204	253	.123		
EQ	Between Groups	7.612	1	7.612	28.159	.000
	Within Groups	68.394	253	.270		
	Total	76.007	254			
SQ	Between Groups	4.542	1	4.542	24.350	.000
	Within Groups	47.196	253	.187		
	Total	51.738	254			
PQ	Between Groups	.110	1	.110	.782	.377
	Within Groups	35.721	253	.141		
	Total	35.831	254			

Significant difference is seen in EQ, SQ and PQ on OL the basis of gender on all constructs of the study. It means that EQ, SQ and PQ are different for male and female.

Table 10. Mean Values for Gender

Gender		EQ	SQ	PQ
Female	Mean	3.5765	3.8869	3.1129
Male	Mean	3.2213	3.6125	3.1557
Total	Mean	3.3578	3.7180	3.1392

Mean comparison table. 10 shows that female is having better “EQ” (Mean=3.57) and “SQ” (M=3.88) skills as compared to male colleagues and overall, they are having better emotional and spiritual skills as manifested by the values to “EQ” (M=3.22) and “SQ” (M=3.61) respectively. In contrast Male are having more PQ (M=3.15) and better able to professional work (M=3.10) as compared to female (M= 3.11) and (3.05) respectively.

To see the impact of EQ, SQ and PQ on OL based on Organizational qualification, ANOVA was used, whose results are shown in the below table 11.

Table 11. ANOVA for Qualification

		Sum of Squares	df	Mean Square	F	Sig.
OL	Between Groups	8.664	2	4.332	33.046	.000
	Within Groups	33.035	252	.131		
EQ	Between Groups	5.879	2	2.940	10.564	.000
	Within Groups	70.127	252	.278		
SQ	Between Groups	3.934	2	1.967	10.370	.000
	Within Groups	47.804	252	.190		
PQ	Between Groups	3.348	2	1.674	12.989	.000
	Within Groups	32.483	252	.129		

The study also analyzed the results keeping in view the educational level of the respondents. According to the results, respondents with higher qualifications were having more EQ, SP and PQ. Therefore, the doctoral respondent is better managing their emotions, experiences, and practices. This finding also support that the constructs of EQ, PQ and SQ have direct and significant impact on the organizational learning effectiveness and development.

Table 12. Means Score for Qualifications

Program of Study		EQ	SQ	PQ
BS	Mean	3.2118	3.5986	3.0305
MS	Mean	3.5321	3.8608	3.2761
PhD	Mean	3.5710	3.9801	3.1932
Total	Mean	3.3578	3.7180	3.1392

DISCUSSION

The study focus to assess the impact of EQ, PQ and SQ on OL. The context and domain of the study was to analyze the perception of the professionals working in different walks of life in national and international organization in Pakistan. According to the results of the study, EQ is closely related to organizational learning and development and the same results can be found in the previous studies conducted in different contexts, organizations and different settings (country) (Schon, 1975; Agarwal & Garg, 2012; Austina, Evansb, Goldwatera, & Pottera, 2005; Bierly, Kessler, & Christensen, 2000). So, it is admitted that EQ has greater contribution in the development and effectiveness of the organizational learning.

The second and third construct of the study were PQ and SQ. these constructs are considered as a new entrant to the field of management research, and very rarely have been discussed and explored by the researcher, therefore, need more attention of the practitioners and academicians to explore them in greater details. According to the findings, both SQ and PQ have significant impact on OL and is considered a greater contributor of the organizational learning and effectiveness. Blerk, (2013) and Daud & Kamsin (2003) also predict the same the SQ and PQ are the pre-requests for the organizational learning and development. They develop the atmosphere of trust and develop moral and confidence of the professional worker. It helps in constructing a fear-free environment, where all the professional knowledge workers can share their success and failures with true spirits with the conception of correction and feedback, which not only a source of motivation, social and psychological safety and security but also a great source of organizational learning and development.

CONCLUSION AND RECOMMENDATIONS

The study was comprehensive and empirical, however, it carries certain limitations, which need the attention of future researchers and practitioners. First of all, the study was limited to certain geographical area in the developing country, which can be extended to the international level. Secondly, the constructs of the PQ and SQ are new to the business research, therefore, it needs in-depth exploration. Moreover, more refined scale need to be developed for them. Therefore, the study recommends to use a grounded theory approach to explore the phenomenon in greater details. This will also help to develop sound theoretical aspects and support for the newly emerged construct. Moreover, qualitative studies, based on content and context analysis need to be carried out to assess the chronological development of the constructs and their role in OL and also other walks of lives.

Author's contribution:

Toheed Fatima contributed to the main idea, data collection and first draft writing

Maria Zalfaqr contributed to the literature collection and methods

Shehryar Ahmed worked on formal analysis and English language

Ansar Ali Mehdi worked on methods, reviews and corrections.

Consent to Participate

The authors declared that they have no known competing financial interests or personal relationships, which seem to affect the work reported in this article. We declare that this deals with human participants and human data or human rights issues are discussed and evaluated.

Consent for Publication

We do not have any individual person's data in any form.

Competing Interests

The author declares that there are no competing interests in this work

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