

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian (A Case Study of North-Eastern Nigeria)

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Abstract

Worldwide entrepreneurship indicators indicated that there is a desire to introduce entrepreneurship education in polytechnics will assist in mitigating skills gap among polytechnics students. It is against the background that this study was designed to examine how skills creativity, and innovation that will contribute to effective business start-up intention of polytechnics graduates to embrace entrepreneurship and become self-employed to reduce the rate of white-collar job seeking. Qualitative research approach was employed where 363 graduates were selected form the sample size. Hypotheses were developed to guide the conduct of this study. Well-designed structured questionnaire was employed to collect primary data from the sample respondents. Tables and simple percentage and multiple regression were employed to test the developed hypothesis. Similarly, relative predictive power of independent variables against the dependent variables were equally test with the aid of multiple regression. The result shows that skills, creativity and innovation have a significant positive effect on business start-up intentions among undergraduate students of selected polytechnics in North-Eastern Nigeria. Therefore, this study recommends that more resources channel to polytechnics to help undergraduates to have more practical skills on entrepreneurship this will assist the students to involved in entrepreneurial activities and embrace small business tart-up.

Keywords: *Entrepreneurship Education, Business Start-UP.*

1.0 Background of the Research

The ongoing federal government initiative to promote entrepreneurship as a career in Nigerian higher institutions of learning influence entrepreneurship interest among Nigerians youths. Currently entrepreneurship is offered as in many polytechnics and universities across the country. The prime objectives of this drive are to bring entrepreneurial education that will provide the students with adequate and effective entrepreneurial abilities. It is expected that the students will turn up to be self-reliance and start-up small business after their graduation. Though several initiatives have been put forward, to influence youth entrepreneurs but it is still a challenging because graduates from polytechnics are not exhibiting interest in business start-up. Even though, to become an entrepreneur is not a single day task.

Entrepreneurial practice does not lonely involved managerial problems solving, it is also involved complex activity which entails the application of practical entrepreneurial skills. Entrepreneurial skills are significant for a person to engage in entrepreneurship and successfully manage a business. The choice to be an entrepreneur is mainly planned behavior and intentional on the part of individual. The polytechnics in Nigeria have disbursed a lot of resources on delivering entrepreneurship programs and courses for students. Though, to what level the entrepreneurial talents stimulate the students' intent to start a venture this is difficult answer. Precisely, the impact of entrepreneurial talents on polytechnic graduates' intent to start up own venture has not been empirically tested within the context of local content.

The review obtainable literature, have examined students' entrepreneurial intent. Behavioral intention theory, skills are seen as an ability which influence individual behavioral

ability. Nevertheless, not many earlier studies have looked in to entrepreneurial skills. Similarly, most studies which adopt students as an element of the study did not group the sample into a proper cluster for instance; they reviewed the students' intention. Owing to the above gaps, the present study was to observe the influence of entrepreneurial skills on polytechnics graduates and small business start-up intent. It is expected that this study can add to the body of prevailing literature.

1.2 Statement of the Research Problem

The need to developing entrepreneurial skills particularly among graduates is a national task that has since acknowledged by all stakeholders. Because it is a requisite foundation for war against unemployment and stimulating economic growth, it has been seen that both states and Federal Government's drive toward promoting such skills through including entrepreneurship to offered programme offered in Nigeria's tertiary institutions of learning is a bridging mechanism that ends up poorly training students as possibly effective entrepreneurs.

Regrettably, the anticipated result of the programme creating required crucial mass of entrepreneurs to drive the economy appears to be crushed. In line to this there is demand for suitably coherent curriculum for entrepreneurship education, develop proper entrepreneurial trainings, and make an effective Centre for running the programme in the whole Polytechnic system so as to attain the objectives of the programme, that will produce capable graduates with adequate enterprising skills who will form the basis of the country's drive for economic growth.

This is significant observing the current realities of unemployment among graduates who seem to be most dynamic segment of the Nigerian society. According to the National

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian

(A Case Study of North-Eastern Nigeria)

Manpower Board and Federal Bureau of Statistics, Nigeria has a youth population of 107 million representing 45 percent of the entire population of the country. 64 million of them are unemployed (Awogbenle and Iwuamadi, 2018).

In fact, the survival and development of the economic will be affected with this level unemployment. This is as a result of the fact that more than 55% of graduates in Nigeria lacks practical skills and knowledge required to make them self-employed and productive economically, (Barbagelata, 2019). Entrepreneurship education has been advertised as a feasible instrument for attractive and overturning such unpleasant tendency. Thus, the Government, through ministry of education mandated all tertiary institutions to focus on entrepreneurship by offering as a course and subject in curricula (Akpomi, 2008). Hence, this study design to examine the present entrepreneurship and how skills develop among polytechnics graduates in Nigeria. With the following specific objectives:

1: *To determine how Skills influences business start-up intention.*

2: *To determine how Creativity influences business start-up intention.*

3: *To determine how innovation influences business start-up*

2.0 Literature Review

2.1 Entrepreneurship Definition

Academy of Management conducted 2006 survey where their described entrepreneurship as one particular domain: of managing and creating of new venture, family

businesses and small businesses. Main topics involve: ideas of new venture and approaches, influences on business creation and termination, the achievement and management of business resources and business employees, self-reliance, the owner, managing sequence, corporate venturing and the correlation between entrepreneurship and economic growth. Owing to this diversity of subjects involving features of numerous areas such as economics, sociology, and to name a few in fact no commonly acknowledged definition of entrepreneurship.

Therefore, absence of a commonly acknowledged definition of these terms is seen as setback for both scholars and policy makers in understanding this phenomenon (Shane and Venkataraman, 2000). Number of definitions have been advanced by many research contributions solely dealing with the subject entrepreneurship. These definitions mostly emphasis on certain features. Shapero (1975) see an entrepreneurship as a kind of activities that involves:

(i) taking initiative

(ii) the establishing or acknowledging mechanisms for social economic to convert resources and conditions to a applied account, and

(ii) risk and failure assumptions

According Gartner (1988,) entrepreneurship as a function that persons assume to develop business. He further observed entrepreneurship terminate when the formation phase of the business finish. The search of prospects is a key to the definition. Roberts and Grousbeck (1989,) see entrepreneurship as a process which individual on their own or within organizations hunt opportunities without concern to the assets, they presently control. This definition suggest that the formation of a business is not necessary means being an entrepreneur. Entrepreneurship can equally happen within venture,

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian

(A Case Study of North-Eastern Nigeria)

constructing a connection to the thought of intrapreneurship. Lastly, Shane and Venkataraman (2000,) provide a definition of entrepreneurship as a systematic discipline. This was done scholarly by examination how, by whom, and with what results prospects to produce future services and goods are determined, appraised and manipulated. Therefore, the area covers the study of opportunities and sources; the method of innovation, assessment, and utilization of opportunities; and the carnival of persons who realize, appraise, and adventure on them.

Based on the aforementioned definition, it is assumed entrepreneurship in the context of this study as the innovation, appraisal and development of prospects to generate upcoming venture by a normal person through the formation of a fresh venture. In this study, we call these new business start-ups and use the term “to start a personal business” for an entrepreneurial endeavor as stated above.

2.2 Intent for Business Start-Up

Intent to start-up a new venture is commonly associated to entrepreneurship. Intent to start-up a venture is well-link with entrepreneurial intent. Many scholars have employed these words (Al-Dhaafri and Al-Swidi, 2016). Similarly, “intent to produce new business” and “entrepreneurial intent” could be adopt concurrently (Asiyai, 2014). Entrepreneurial intent can be suggested as an individual's intention to set up his own venture in future (Asuquo, 2011). Debating on intention is feasible because it is hard to quantify actual conduct in a study (Bubou and Okrigwe, 2011).

Globally, scholars have believed that intent to start-up a venture is influenced by many elements such as entrepreneurial skills and information (Brush, 2015). Precisely, females' entrepreneurs could see the business-

attributed skills and awareness to start new business and also start many businesses (Bechard, and Gregoire, 2007). Therefore, apparent entrepreneurial skills exhibited an optimistic role in describing the entrepreneurial intent of polytechnic students (Bechard, and Gregoire, 2007). The model of intentional contended that supposed practicability is significant in inspiring a individual's intention. Supposed viability can be described as the capability or awareness that is controlled by a person. Though, many findings that have used the model did not recognize a particular kind of viability. This study assessed a definite type of viability specifically entrepreneurial talents.

2.3 Entrepreneurial Education and Skills

Globally, entrepreneurial teaching is a significant component in the development of entrepreneurship process (Awogbenle, and Iwuamadi, 2010). Some entrepreneurial potentials like having entrepreneurial guardian and inborn risk-assuming tendency cannot be explained but some entrepreneurial capabilities can be taught (Awogbenle, and Iwuamadi, 2010). Entrepreneurial skills can be learned and can be obtained by individuals through well-articulated entrepreneurial program and teaching (Al-Dhaafri, and Al-Swidi, 2016). Precisely, females' entrepreneurs have positively earned new skills related to operation a business from entrepreneurial teaching (Babatunde, and Durowaiye, 2014). Similarly, students also earned entrepreneurial skills can successfully developed through collaboration with actual business persons in several venture (Al-Dhaafri, and Al-Swidi, 2016). The outcome posit that entrepreneurial skills can be earned. Understanding entrepreneurial skills are major results of those entrepreneurial courses. As polytechnics are demonstrating a vital role in delivering entrepreneurship education (Anosike, 2014), they can deliver proper and informal entrepreneurial education to students

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian

(A Case Study of North-Eastern Nigeria)

to prepare them with the essential skills and information needed (Bechard, and Gregoire, 2005).

To start a business basic entrepreneurial skill are crucial and needed to, operate, and develop the venture profitably (Asiyai, 2014). Specially, entrepreneurial talents are significant capabilities that permit the entrepreneurs to combine performs in attaining a business goal (Baah-Boateng, 2015). Besides, entrepreneurs equally want to have other skills to strive with other players in the market and subsist in the business. Up to date, there is no common elements of entrepreneurial skills. For example, scholars characterized entrepreneurial skills that female entrepreneurs acquire from an entrepreneurial teaching into risk tendency, inventiveness and innovation, prospect identification, networking role model, management, motivation, attitude, interpersonal skills and venture start-up skills (Ahl, 2002). Existing findings has indicated some considerable entrepreneurial skills, like risk mitigating ability, critical thinking, overcoming a problem, invention, creativeness, and teamwork (Allen, Langowitz and Minniti, 2007). Similarly, entrepreneurial skills can be determining as awareness of a potential market, flexibility (Bechard and Gregoire, 2007). This study observed entrepreneurial skills which can be earned via entrepreneurial teaching specifically creativity, invention and opportunity seeking.

Creativity could be alteration a figurative area, new ideas or songs and perhaps new technology are good examples of creativity (Bliss and Garratt, 2001). It also signifies new business development, such as a break through. On the other hand, innovation can be described as the ability to initiate new product or processes, or even improving prevailing practices in a business (Asiyai, 2014), therefore, rise in the performance of an

organizational or efficiency (Arin, at el, 2014). Innovation and creativity linked to the growth of a specific venture specially in present economy which stresses on manufacturing and delivery of information (Al-Laham, Souitaris, and Zerbinati, 2007). Innovation and creativity played a vital role in influencing a person's entrepreneurial skills. For example, innovation is important linked to the entrepreneurial intent of polytechnics students (Asuquo, 2011). In fact, students who thorough with their entrepreneurial courses have the tendency of being innovative, and demonstrate advanced level entrepreneurial ideas (Bakar, Islam, and Lee, 2014). Hence, this is an important ability which differentiates a successful entrepreneur from entrepreneur successful (Barbagelata, 2012). Therefore, to differentiates a successful entrepreneur from a non-entrepreneur (Boudreaux, 2014). As stated by some scholars, one of the fundamental entrepreneurship's questions are "why, when and how some persons, and not exploit business opportunities" (Brush, et al, 2002). The statement shows that some, observed and exploit opportunities" (Bubou and Okrigwe,2011). It further stated that people have diverse capability in acknowledging venture opportunity, that individual have special capability in identifying business and entrepreneurs are those who are capable of identifying business opportunity and utilize the opportunity.

2.4 Entrepreneurship Education

In recent past, there has growing numbers research findings on entrepreneurship education these include (West III, Gatewood, and Shaver, 2009; Block and Stumpf, 1992; Gorman, Hanlon and King, 2007; Onstenk, 2003; Trivedi, 2014). Most of the study were not clear on the meaning of entrepreneurship education. Gorman, Hanlon and King (1997) identified some key elements like: "academic orientation, strategies for teaching, studying approach, design of curricula and structures of

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian

(A Case Study of North-Eastern Nigeria)

the entrepreneurship course considered as the most crucial entrepreneurship dimensions in defining the word entrepreneurship. Some scholars present an entrepreneurial orientations framework involving of “adaptive, transformative and approaches to process (Bechard and Toulouse, 1998). Furthermore, entrepreneurship education is advocated as a pillar of entrepreneurship domain (INEck, Greene and Brush, 2014). The numbers of fluctuating conceptualizations may go on forever. Therefore, there is no practical understanding about what entrepreneurship involves in educational environment and the proper content of course is under deliberation in foreseeable future (Gibb, 2002).

Entrepreneurship Education, is that education which helps students to grow optimistic thoughts, invention and talents for self-employed, instead of reliant on the others for employment. This meaning was seemingly offered in contradiction of the background of the government’s basis for advocating entrepreneurship education as a solution to the growing rates of unemployment among graduate induced by the substantial turnout of graduates from the tertiary institutions in the country. This further associated with failure of both government and private sectors of the economy to engage these graduates. The entrepreneurship education rationale was offered the needed mechanism for instruction entrepreneurship to under graduate. Observed from other angle, entrepreneurship education is aim at offering students the opportunity for practical business experience.

Teaching entrepreneurship is the mechanism of delivering persons with the information and talents to identify opportunities that others have ignored and to have the understanding, self-confidence, to act where many have paused (Summit Consulting LLC. 2009). Entrepreneurship teaching seen to be a

basis of moving-events directing to encourage students, stimulate feelings, and mind-sets change that is needed to be a successfully entrepreneur (Al-Laham, Souitaris, and Zerbini, 2007). However, entrepreneurial knowledge is a providing solution to a problem that are aimed at acquisition, packing and practice of entrepreneurial information in the long run (Rae and Carswell, 2000). This common goal is the results of learning entrepreneurship can be practicalized efficiently only if there is agreement among the allowing tool for entrepreneurship teaching, the curriculum extant and course requirements on entrepreneurship, the applicable entrepreneurial pedagogics, facilities for teaching and infrastructure needed. However, Nigerian Polytechnics at present, lacks such harmony.

For the purposes of the present study, entrepreneurship education is defined as a technique which students practice the art of creating opportunities production of needed goods and services.

Within tertiary institutions in Nigeria entrepreneurship education are commonly involves a set of activities, containing in the curriculum. This tailed towards the creation of prospective entrepreneurs. Significantly, involve everything from study goals, covered, selection of topics and materials. Similarly, mechanisms of delivery and pedagogy (Brush, 2015). These judgements should movement from schools deliberately chosen definition of entrepreneurship, along with the theory and the mark of mixing among courses (Neck, Greene, and Brush, 2014). Entrepreneurship education differs among students. For example, programmes dedicated on youth, may pay emphasis on the attractiveness and viability of business venture-ups in order to stimulate the students’ intents (Peterman and Kennedy,

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics’ Students in Nigerian

(A Case Study of North-Eastern Nigeria)

2003). At the polytechnic level, the course may focus on skills correlated with initial business ideas, of creating a venture model. Training area, might focus on ways to launch a small business, become self-reliance.

In some country's entrepreneurship education, especially offered through institutions, is often targeted toward the increasing fast growing, technology businesses, while in other, countries entrepreneurship education is frequently connected to small venture. In Asia, the emphasis is generally on venture start-up (Zhou and Xu, 2012). In Nigeria we follow that of Europe, as the intention is that of generation needed mass of entrepreneurs who are anticipated to drive the process of generating employment and economic growth. Across nations, there are diverse stresses, contingent on the context and, government policy and regulations.

Nigerian support mostly drives to small business in line with most of the policy goals of government's entrepreneurship development objectives. Generally, "a increasing criticism of entrepreneurship education is that it requests to give more attention to the growth of entrepreneurial orientation, aspirations (Regele and Neck, 2012) or what has been referred as mindset of the entrepreneurial.

Although findings on efficiency of entrepreneurship education has developed over time (Gartner and Vesper, 1994), there are enquiries about the general influence in the actual growth in the business's numbers (Weaver, Dickson, and Solomon, 2008). This narrow result of new venture creation in

entrepreneurship education has come under enquiry (Vanevenhoven and Liguori, 2013). As an outcome, influence measured by the relation rise in positive perceptions of entrepreneurship and intentionality being entrepreneurial. The real correlation between those intents and actual entrepreneurial behaviours remains area of study, but developing findings recommend that there is a positive relationship between entrepreneurship education and entrepreneurial skills (Singer, Amoros and Moska, 2015).

Today more focus is assigned on promoting the student's mindset, and such a mindset is the antecedent to action and attitude. Sarasvathy, (2008) empirically observed that entrepreneurs do think in a specific way that differentiates them from administrators. Though, this is in plain distinction to attribute philosophers (Fisher and Koch, 2008), who believe entrepreneurs have definite inborn character. The mindset of entrepreneurial is learnable and traits are not. The thinking patterns of the entrepreneurial discovered and supported by current findings of (Sarasvathy, 2008) they basically altering how we understanding entrepreneurship education. The initial idea is no longer the opportunity, or the venture plan; rather, it's now about mindset developing, acting and generating.

3.0 Methodology

A qualitative research design was employed which collection of primary data with aid of structural questionnaire from sampled respondents. It provides a practical outline for the study conduct. Table 1 shows the study sample respondents.

Table 1 study sample respondents

| Institution | Total Respondents |
|--|-------------------|
| Federal Polytechnic Bali | 37 |
| Federal Polytechnic Bauchi | 49 |
| Federal Polytechnic Damaturu | 44 |
| Federal Polytechnic Mubi | 46 |
| Mai Idris Aloomo Polytechnic Geidam | 38 |
| Ramat Polytechnic Maiduguri | 45 |
| Abubakar Tatari Ali Polytechnic Bauchi | 61 |
| Adamawa State Polytechnic Yola | 43 |
| Total | 363 |

A total of 363 students form the sample size, the sample size was determined with aid of formula advanced by Borg and Gall (1973). To generate the needed primary data for analysis questionnaire was employed. Issue-based structured pattern questions form the basis of the study where a five-point Likert scale was used to collect the primary data analysis.

The questionnaires were subjected to both validity and reliability content test to established suitability of the instrument were Cronbach Alpha was used. For data analysis table and simple percentage used. Similarly, multiple regression test was carried out to observed hypotheses advanced for the study. To test comparative prognostic effects of independent variables against the dependent variable multiple regression analysis was further conducted. The statistical test The hypotheses was equally subjected test with SPSS version 20.

4.0 Data Presentation and Analysis

The data collect from the sampled respondent were presented and analyzed. A total of 363 questionnaires were distributed to the respondents, out of which 61 copy were not properly filled and some are not returned. Therefore, 302 questionnaires were used for the final analysis.

4.1 Multiple Regression Analysis

Multiple regression test result was used to test the influence of independent variables on the dependent variables. The outcome of the multiple regression test is recoded in the tables below.

The outcome of the multiple regressions formulated is presented in the tables below.

Table 2 Regression Result

| Model | R | R- Square | Adjusted R Square | Std Error of the Estimate | Durbin-Watson |
|-------|------|-----------|-------------------|---------------------------|---------------|
| 1 | .275 | .770 | .623 | 3.321 | 1.768 |

- ❖ Predictors: (Constant), Skills, Creativity, Innovation
- ❖ Dependent Variable: **Business Start-Up**

*Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian
(A Case Study of North-Eastern Nigeria)*

The R2 which measures the power of influence of independent variable on the dependent variable is 0.770. This suggests that 77% of the change in entrepreneurship in is described by combined differences with innovation, skills and creativity. Therefore, the adjusted R2 with value 0.623 was supported as can be observed from table 1 above.

Similarly, an autocorrelation check was equally carried out, where Durbin-Watson statistics were used with outcome of 1.768 as obtainable on the table below. In fact, the model is found to be fit and reliable for predications because the elements in the model are not auto correlated.

Table 3: ANOVA Result

| | <i>Model</i> | <i>Sum of Squares</i> | <i>Df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|---|-------------------|-----------------------|-----------|--------------------|----------|--------------------|
| 1 | <i>Regression</i> | 189.64 | 4 | 43.876 | 4.382 | 0.002 ^b |
| | <i>Residua</i> | 2384.937 | 237 | 10.506 | | |
| | <i>Total</i> | 2574.483 | 241 | | | |

- ❖ Dependent Variable: *Business Start-Up*
- ❖ Predictors: (Constant), Skills, Creativity, Innovation

The value f-statistics of 4.382 in the table above with probability of 0.002 indicate that the independent variables have positively influenced the dependent variables. This demonstrate that skills, creativity and

innovation were jointly described the discrepancies in small *business Start-Up* intent among undergraduate of sampled polytechnics in North-Eastern Nigeria.

Table 4: Coefficients of the Model

| <i>Model</i> | <i>Unstandardized Coefficients</i> | | <i>Standardized Coefficients</i> | <i>T</i> | <i>Sig</i> |
|-------------------|------------------------------------|-------------------|----------------------------------|----------|------------|
| | <i>B</i> | <i>Std. Error</i> | <i>Beta</i> | | |
| <i>Constant</i> | 18.322 | 2.121 | | 8.632 | .000 |
| <i>Skills</i> | .084 | .059 | .083 | -1.215 | .213 |
| <i>Creativity</i> | -0.168 | .054 | .184 | 3.014 | .004 |
| <i>Innovation</i> | 0.082 | .055 | .138 | 2.112 | .027 |

The table above displays the coefficient of the specific variables with their probability results. The regression coefficient of 0.084S for kills with a probability value of 0.213. This suggests that entrepreneurship intents allied with small business start-up has a positive but not strong influence amongst graduates of the sampled

polytechnics in North-Eastern Nigeria. Creativity with a -0.168-regression coefficient and probability value of 0.004 suggesting that creativity has a negative strong influence on graduate's small business start-up intents amongst the sampled polytechnics in North-Eastern Nigeria.

Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian
(A Case Study of North-Eastern Nigeria)

On the other hand, innovation has 0.082 regression coefficient and probability value of 0.027. This suggests that innovation significantly influenced entrepreneurship intents amongst graduate of the sampled polytechnics in North-Eastern Nigeria.

5.0 Conclusion

Entrepreneurial education is one of the major contributing factors to the development of entrepreneurship, it promotes self-employment and brings about new skills needed for effective economic development of a nation. Entrepreneurship serve as an engine for economic growth most emerging and developed nations. Therefore, nowadays policy initiatives are growing on the strategic role of developing entrepreneurial activities. This has been strengthened by the recent rising unemployment globally. Employing primary data from nine polytechnics in the North-Eastern, Nigeria, this study used regression analysis, to observed entrepreneurial traits influence small business start-up. Generally, the outcome demonstrates significant implications for stakeholders and policy makers the need to enhance entrepreneurial policy in Nigerian polytechnics this further influence self-employment and mitigate the rate of graduate unemployment.

6.0 Recommendations

The following recommendation are made based on the study outcomes:

- Entrepreneurship education should be encouraging among students for them to become small business start-up and self- employed.
- Government should make accessible and obtainable graduates' loans available for

entrepreneurial activities and small business start-up initiative among graduates.

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Relationship Between Entrepreneurial Traits and Business Start-Up Intent Among Polytechnics' Students in Nigerian

(A Case Study of North-Eastern Nigeria)

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