



FACTORS INFLUENCING TEACHER MANAGEMENT IN INCLUSIVE EDUCATION

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Introduction

This chapter discusses education in the context of teacher management in inclusive education with the focus on highlighting significant factors affecting management of inclusive education in schools. This chapter also traces the historical development of inclusive education in Zambia and further assess how attitude towards children with special needs using the theory of planned behaviour may address some of the challenges that children with disabilities encounter. Finally, teachers' attitude towards management of inclusive education in the classroom is explored to promote a positive culture of teaching and learning in a school.

Overview of teacher management in inclusive education

Utilizing the resources at hand to create learning experiences that will help students get ready for adult life, inclusive education is a method that attends to the needs of students within the mainstream classroom (Sebba & Ainscow, 1999). Instead of attempting to alter students, the focus is on assessing schools and systems and making necessary changes. All students must get a general education if society is to prepare all students, including those with impairments, for adult life. To address the challenge of teacher management and its effect on inclusive education, there

is need for schools to become centres of excellence for effective teaching and learning (Liu, RoDisabilitiesstein, Swann & Khalil, 2008). As Brill and McCartney reveal in their study research (2008) regular staff changes have a direct effect on the implementation of a logical, comprehensive and amalgamated curriculum. A growing body of literature indicate that teachers who produce higher student achievement gains are at least as likely and sometimes more likely, to stay in schools than their less effective peers (Boyd et al, 2010; Hanushek & Rivkin, 2010; Daley & Kim, 2010). Similarly, Hanushek and Rivikin (2010) found that teachers who left a particular school tended to be less effective than those who remained. However, neither Boyd et al, (2010) nor Hanushek and Rivkin (2010) directly tested whether the teachers who filled vacancies in a particular school were more effective on average than those they replaced, it is difficult to draw conclusions about the overall effect of teacher attrition on student achievement. For instance, Boyd, et al (2011) point out that teachers who produced higher achievement gains and those with more experience were less likely to apply for transfer to other schools.

Recent research confirm that a stable and quality teaching cadre is directly related to student achievement (Darling-Hammond, Newton & Wei, 2013). The fact that student learning is directly linked to teacher effectiveness implies that teacher attrition reflects negatively on student achievement. Quality teaching is a significant in-school factor that defines student achievement. It is crucial that teachers are provided with the necessary support for them to remain in the profession. Teacher attrition not only affects the progression of curriculum implementation and professional development but also decreases the number of qualified teachers (Ronfeldt, 2012).

Disjointed instruction impacts on the continuity of the curriculum that is delivered to students in the classroom. If schools are going to advance new technologies, innovations, creativity and develop into professional learning communities, they must address the teacher attrition challenge which eventually impacts on inclusive education (DeAngelis et al, 2013). The education community is therefore, better served when it maintains experienced teachers and supports professional development.

In summary, the above exposition attempted to show that when teachers leave their schools the most affected are the learners and this make schools resort to using untrained teachers who in the end remain ineffective and the most affected are marginalised learners.

Historical perspectives of inclusive education

The idea of inclusive education has recently gained a lot of support on a global scale, yet in some cases professionals are unsure of what kind of inclusion model to use (Mittler, 2020). The discussion of the global movement towards inclusive education's history is crucial. Understanding the past helps to understand attitudes toward the education of students with disabilities, gives the preDisabilitiest situation meaning, and sheds light on the future.

All societies, according to Dyson and Forlin (1999), have historically evolved attitudes and responses toward students with impairments. For instance, the advent of industrialization was accompanied by the growth of mass education systems in industrialized nations like the UK, the U.S.A., and Scandinavia. These systems frequently had their origins in local humanitarian projects but were swiftly taken over and rationalized by the state. According to Villa et al. (1992), these systems had to decide what kind of education to offer to students with impairments. A highly constrained range of special education was established thanks to the same local and charitable initiatives that had supported regular education. These regional efforts were gradually taken over by the government over time.

Although the movement for inclusive education has spread around the globe, its roots may be found in relatively wealthy industrialized nations that had already built comprehensive general and special education systems. For instance, several Scandinavian nations changed the focus of their educational offerings for students with disabilities in the 1960s from separate special schooling to what is now known as integration, which refers to enrolling such students in general education classrooms (Meijer et al., 1994). They were followed in the 1970s by nations including the USA, the UK, Italy (Abbring & Meijer, 1994), and Spain (Meijer, 1998), as well as by France (Lipsky & Gartner, 1997; Clark et al, 1997).

Internationally, there have been two fundamental changes in the way that students with impairments are educated. The movement for integration first emerged, and as it evolved into the inclusive movement, its emphasis shifted once more in an effort to get around some of the perceived integration's drawbacks. According to Sebba and Ainscow (1999), inclusion denotes a more steadfast commitment to developing general schools, which are innately capable of educating all students. This in turn may necessitate a dramatic reorganization of schools as

institutions, a review of the curriculum, and modifications to teaching methods (Villa et al., 1992). The inclusive education movement has expanded internationally, which is the second development. Not only have many developed nations started to embrace the rhetoric of inclusion, but the establishment of inclusive schools has also come to seem like a promising path forward for nations that have less-than-complete special education systems (see Lynch, 1994; Kisanji, 1998, for examples). In the societal context, it is somewhat reasonable to view the creation of inclusive education in every nation as a component of the same global goal (Pijl et al., 1997).

This shift in how persons with disabilities are educated is a part of a larger movement in which impairment is no longer seen as a disability that requires segregation from the rest of society. The normalization concept (Wolfensberger, 1972) seems to have changed how societies in Scandinavia see individuals with disabilities from one that emphasizes abnormality to one that emphasizes human rights. According to Thurman and Fiorelli (1979), normalization is the process of physically and socially integrating people with developmental disabilities into society as a whole. The normalization principle's impact on the human rights debate resulted in legislation that protect people's fundamental rights being established. International statements that have emphasized human rights have

However, it wasn't until the normalization movement that these rights started to be implemented for all students, including those with disabilities. The right of a child to education has its roots in a variety of international declarations and recommendations. The United Nations Charter (1945) and the Universal Declaration of Human Rights (1948) were the first two international statements that mention a child's right to an education. The United Nations Declaration on the Rights of the Child (1959), which placed initial responsibility for the education and guiding of the child on the parents in the first instance, further strengthened learners' rights to education.

The right to education refers to the requirement for both "equal" and "full" opportunities for a child's moral and social development in Principle 7 of this statement. Additional guidance on how to realize this right was given in the International Covenant on Economic, Social, and Cultural Rights (UN, 1966). Article 13(2)(e) of this covenant placed more emphasis on education as a social right. It provided instructions for the creation of a system of schools at all levels and for the ongoing improvement of the material circumstances of the teaching personnel. Despite

not being mentioned in Article 13, the international Covenant on Civil and Political Rights (UN, 1966) included equality of education.

This featured a generalization that stated, in accordance with Article 26, "all persons are equal before the law and are entitled, without regard to grounds for discrimination, to the equal protection of the law." The international community's perception of what "equality" means was critical to the realization of all learners' rights to access comparable educational opportunities, even if the rights of learners to education were created by international legal systems.

The United Nations' covenants and charters on the protection of human rights, especially the right to education, have had a particularly favorable impact on international law and practice (Baehr & Gordenker, 1992). They have acted as a catalyst for other nations and states to create their own laws and moral standards. Nowadays, it is believed that students have a right to an education based on equal opportunity and the development of their full potential. This has frequently been taken to suggest that all students, regardless of handicap, should be included in general education classes. By promoting the idea of equity in educational opportunities throughout the entire school system, the UN has encouraged increased commitment to including students with disabilities in general education classrooms, and UNESCO has created a teacher resource package to facilitate this.

Therefore, ensuring that all students, including those with disabilities, have equitable access to school is crucial to ensuring that children's right to education is realized to the fullest extent possible. In terms of distributive justice, responsibilities to all students are equally significant. According to Buchnon and Brock (1990), an ethical framework that guides decision-making for incompetent people must take into account the fact that resources are limited and that other people have rights and interests as well.

All children's rights were outlined in the 1989 revision of the Convention on the Rights of the Child. Among these, the right to be free from discrimination (Article 2), the right to live with one's family and the right of children with disabilities to receive special care (Article 9), and the right to education and training to help one reach the highest level of independence and social

integration (Article 23) are noteworthy. The Convention further specifies that education must aim to fully develop a child's personality, talents, and mental and physical abilities. This means that education must encourage respect for the kid's parents, for his or her cultural identity, language, and values, as well as prepare the youngster for an active adult life in a free society.

A commitment to a child-centered pedagogy where individual differences are accepted as a challenge rather than a problem, improvement of the quality of primary education as well as teacher education, and recognition of the wide diversity of needs and patterns of development are all basic ideas of inclusion that are reflected in the Jomtien Declaration's basic principles for promoting "Education for All" Although inclusiveness appears to be supported globally, one cannot say that it is.

To expand on the ideas of the Jomtien Declaration and Standard Rules and to outline the concrete conditions that must be met in order to realize inclusive education, one of the major worldwide events in the field of special education took place in 1994. The Salamanca World Conference on Special Needs Education: Access and Quality, organized by the Spanish government in collaboration with UNESCO, had this as its goal. The aim was to overhaul the educational system in order to enable the inclusion of all children in schools (Kajubi, 1999). According to the Salamanca Framework for Action, schools should provide for all students regardless of their physical, intellectual, social, emotional, linguistic, or other needs.

Development of Inclusive Education in Zambia

According to Carrington et al. (2012), Chhetri (2015), Florian (2014), Muwana & Ostrosky (2014), and other scholars, inclusive education is a strategy for addressing the educational needs of all students by using instructional approaches that support their learning and participation in schools and communities and address their instructional requirements. In a setting that encourages acceptance, collaboration, cooperation, and democratic engagement, IE serves the varied needs of students (Carrington et al., 2012). Therefore, rather than removing them from the usual classroom, it calls for including kids with impairments in all activities. Regardless of ability or impairment, schools create customized programs for each student and provide them with specialized services and learning strategies (Carrington et al., 2012).

The Zambian government, through the Ministry of Education (MOE), developed policies like the Education Policy (Educating our Future), 1996, Education Act 23, 2011, Disabilities Act 6, 2012, and the National Policy on Disability, 2015 in response to the declaration and recognition of education as a fundamental human right (Carrington et al., 2012; United Nations, 2007). Following the release of the "Educating our Future" policy document (MOE, 1996), inclusive education was accepted in Zambia as the best approach for all pupils. This demonstrated the government's dedication to making sure students with disabilities received an education that was as egalitarian and high-quality as feasible. In addition, the Copperbelt province's Kalulushi district hosted the Inclusive Schooling Program's trial in 1997. The initiative was launched in 21 other countries in 2004.

Factors affecting inclusive education management

Teachers' attitudes, training, and readiness to respond positively to student diversity in their classrooms are some of the elements that affect their capacity to manage inclusive education. Due to a lack of special education training or insufficient training, research demonstrates that teachers lack self-efficacy and confidence in their abilities to manage student variety (Saloviita, 2020; Sharma et al., 2019). A subsequent study by Bailey et al. (2015) identified a teacher shortage as a hindrance to inclusion. Ngulube (2016) discovered that the majority of teachers in Zambia lacked the skills necessary to put interventions into practice and thought that specialist teachers should be in charge of inclusive education. Likewise, Chitiyo and Muwana (2018) found that a large number of Zambian teachers lacked the required qualifications in inclusive education.

To manage learner diversity in their classrooms, teachers ought to have various additional skills and strategies as well as positive attitudes toward the education of students with disabilities. teacher management programs are necessary to address these limitations as they positively influence teachers' attitudes and improve their efficacy (Sharma et al., 2019). In inclusive education, teacher management programs play the role of improving the capacity of teachers to cater to the needs of students with disabilities in the regular classroom and to keep them updated with changes in inclusive education policies and appropriate support practices (Das et al., 2013).

Teachers' perspectives of teacher management programs vary depending on their experiences and can have a variety of positive effects on the implementation of inclusive education. As they

help instructors stay current with their subject-area skills, knowledge, and instruction, teacher management programs have an impact on educational processes and outcomes (Sinyangwe et al., 2016). Accordingly, as instructors are able to stay current with and broaden their professional knowledge and abilities on significant advancements in inclusive education, they become more competent (Kagoda & Ezati, 2014). They are also capable of identifying and reiterating fresh practice areas (Sinyangwe et al., 2016). According to Halter et al. (2015), teacher management programs also give teachers the creative tools they need to employ technology to get over obstacles that students with impairments face. They develop accustomed to new technologies, such as the use of assistive devices and equipment.

Because they offer professional learning communities where instructors can communicate and exchange ideas and experiences regarding managing student diversity, teacher management programs further reduce teacher attrition. When more experienced teachers in the field get together with their peers, it provides inspiration and support for change (Kagoda & Ezati, 2014). This suggests that more experienced instructors have the chance, through ongoing professional development, to acquire new breakthroughs in inclusive education and innovative approaches to managing students with disabilities from newly qualified teachers. Additionally, instructors hardly ever have time to communicate with one another during their working hours; as a result, programs provide them a chance to do so, and teacher management programs examine teaching methods to update their abilities (Thomas, 2009). Thus, in inclusive education, teacher management programs develop communities of practice for teachers so they are not working alone and help to minimize stress while dealing with the demands of inclusion (Kagoda & Ezati, 2014). This leads in less opposition to inclusive practices. Last but not least, despite the fact that a variety of elements influence students' academic success, several fields of research have identified teacher management programs as one of the contributing components (Asmari, 2016). It is possible for teachers to enhance their classroom practices and instructional strategies with the help of teacher management programs, which also increase student engagement with students with disabilities, foster personal and professional growth, change teachers' attitudes toward students with disabilities, and foster teachers' commitment to their relationships with students with disabilities (Subban & Mahlo, 2017).

Seventy-eight (78) primary and secondary school teachers' opinions of the existing inclusive education practices were measured in a study by Ngandu (2023) on teachers' perceptions of enhancing pedagogical methods in inclusive settings. The results showed that 62.5% of the respondents believed that it was essential to educate in inclusive environments and to hone abilities in customizing instructional materials to suit the needs of individual students. Furthermore, based on their experiences and opinions, teachers are more likely to be concerned about inclusion. If these issues are not resolved, educators might not commit to their work or draw a link between their experiences in the classroom and the lessons they learn in management programs.

Teachers' attitudes towards management of inclusive education

An individual's general feelings of liking or dislike for the stimulus object are represented by their attitudes. Beliefs that the chosen thing has qualities that make it more or less advantageous to the individual determine the person's attitudes toward the object. The way an individual feels about the object is determined by how they perceive their interactions with its characteristics. Through regular encounters, teachers and students develop attitudes toward one another that can strengthen a student's perception of both his or her own qualities and those of the other parties involved.

Attitudes

A crucial element and area of concentration in the care of children with impairments is attitudes. An individual's beliefs and reactions to situations are influenced by their attitudes. Thus, attitudes express a person's overall preference for or dislike of the stimulus object. Beliefs that the chosen thing has qualities that make it more or less advantageous to the individual shape a person's attitudes toward the object (Wilson, 1999). A person's opinions and experiences with these characteristics determine how they feel about the thing (Dyson & Forlin, 1999).

Through regular encounters, teachers and students develop attitudes toward one another that might reinforce a student's opinion about themselves, and the qualities of others engaged (Jelas, 2000). An attitude is described as "a relatively stable tendency to respond consistently to particular people, objects, or situations" by Giangreco et al. (1993). It appears that this term brings up a few issues. First, attitudes are "relatively stable," which means that they are subject to modification. Second, the expression "tendency to respond consistently" implies that one's

behavior in each scenario reveals one's attitude about it. It is feasible to infer someone's attitudes by observing their behavior. It is possible to behave inconsistently, though, as indicated by the qualification that it is a "tendency to respond consistently."

Tembo (2001) identifies three potential explanations for this. The first is that a person's attitude could occasionally not translate into the appropriate behavior because a strong desire could result in behavior that is at odds with the attitude. He gives the example of a person who may be motivated to lose weight and still be overtaken by an intense want for rich food. When these cravings take precedence over an individual's actions on a regular basis, some people could start to question the validity of the positive mindset surrounding weight loss. The second reason for the ambiguity in extrapolating behavior to attitude is that individuals have a variety of attitudes, some of which may contradict. For instance, a positive attitude toward dieting may coexist with a positive attitude toward being polite to others or toward a particular hostess; this would be contradictory with the positive attitude toward dieting but compatible with the positive attitude toward courtesy (Pijl et al 1997)

Thirdly, according to the definition, an attitude is "a reasonably stable tendency to respond consistently to specific people, objects, or situations." This merely indicates that a disposition needs to be toward anything. While discussing holding attitudes about anything may seem unimportant, the fact that one can have an attitude toward another attitude is crucial for our goals. An elderly person, for instance, might be fearful or anxious about falling, but they might also be contemptuous of the first attitude.

According to Ainscow (1991), attitudes can also be defined as a collection of emotionally charged beliefs that predispose a certain class of actions to a specific class of social situations. Lynch (1994) and Kisanji (1998) identify three elements that contribute to the formation of attitudes. These are the following: 1) Affect, or how one feels about the attitude object – liking or disliking it. 2) Conation, which describes an individual's behavioral intents or behaviors; 3) Cognitive, which is an individual's understanding or ideas about the attitude object.

Wilson (2000) and Sebba and Ainscow (1996) provide additional explanations for these three elements. One aspect of the cognitive component, for instance, is said to be the way a person defines the attitude object, such as when they use the term "disability" to refer to a larger group of people. A person's perception of this category results in stereotyped attitudes and expressions

that suggest all members of this category (disability) share specific characteristics. Stereotypes arise when people assume they know what characteristics and attitudes go together, especially when there is little to no evidence to support the claim. There are very few options, even though conation indicates behaviors toward the attitude object. The person is unable to move either way. The process of how an attitude is formed may include direct behavioural experiences (Mittler, 2000), and personality factors such as self-monitoring (Dyson & Forlin, 1999). Self-monitoring requires the individual to make choices based on either knowledge about themselves or on situational information (Stubbs, 1997).

According to Kisanji (1998) and Tembo (2001), individuals adopt attitudes due to the following reasons: 1) Assist them in comprehending the world by arranging and streamlining data; 3) Assist people in adapting to a complex world by increasing the likelihood that the behavior they choose will maximize the likelihood of consistency in their surroundings; 4) Permit people to express basic ideas and values. 2) Preserve self-esteem by enabling people to avoid unpleasant truths about themselves (Sikalumbi, 2019).

It's not new to talk about how important inclusive education is. The United Nations General Assembly (1966) made an early mention of the necessity to protect everyone's right to an education, and more recently, it was emphasized that inclusiveness is a key component of the groundwork for high-quality education (Ainscow et al., 2019). However, despite numerous attempts over the years to move forward with an inclusive education model, the majority of these attempts prioritize the student's learning environment over the quality of the learning environment (Dewald-Kaufmann et al., 2021), and the political will needed to successfully offer inclusive education programs makes their implementation challenging in practice (Peters, 2004).

Policies provide a foundation for inclusive education. But a policy's adoption does not ensure that it will be followed. Even though the Convention on the Rights of Persons with Disabilities (2008) delineated the necessary components for fulfilling special education requirements, it failed to establish a shared comprehension of these components and their potential to foster an inclusive educational setting (Graham et al., 2020). Because of this, strategies for the educational support of those with disabilities cannot be put into practice without the cooperation of social actors (Peters, 2004).

Whether the social actor is referred to as an educational leader (Ainscow et al., 2014) or an inclusive education scholar (Graham et al., 2020), these players shape the implementation (or lack thereof) of a policy within the macro, meso, and micro contexts. When a policy's principal objective is the education of individuals with disabilities, teachers are the main social actors with the ability to carry out the policy and influence students' experiences. In order to achieve a successful inclusive education, the attitudes of the teachers are therefore crucial, especially with regard to including pupils with special education needs (Charema, 2010; Saloviita, 2020).

Additional research has shown that inclusive education is more successfully implemented by teachers who have open and positive attitudes toward it (Schmidt & Vrhovnik, 2015; Vogiatzi et al., 2021; Vogiatzi et al., 2022). A teacher's attitude toward including students with special education needs is one of the most crucial factors towards the success of an inclusive education program, according to both the European Agency for Development in Special Education and the United Nations Educational Scientific and Cultural Organization (Saloviita, 2020).

It is still unclear why teachers frequently fall short of achieving student inclusion, even in light of the research's widespread recognition of the significance of teachers' attitudes toward inclusion and the achievement of inclusive education. By examining teachers' perspectives on instructing all pupils across five nations via the lens of the theory of planned behavior (Ajzen, 2020), our study will provide an answer to this crucial topic.

Examining teachers' attitudes about inclusion with the Theory of Planned Behavior in practice

The theory of planned behavior (TPB) (Ajzen, 1991) proposes that behavior can be deliberate and planned, which aids in understanding how people's behavior can change. Three types of considerations, according to TPB, influence human behavior: normative beliefs about normative expectations of others and how our perceptions affect how we see others' behavior (cognitive dimension); control beliefs about the existence of factors that could facilitate or prohibit performance of the behavior and could affect our feelings about others' behavior (affective dimension); and behavioral beliefs about the likely consequences of the behavior and how our behaviors would like to be perceived by others (conative dimension). By considering these three factors,

The study used an instrument designed to measure each one of the three elements of attitude: cognitive, affective, and conative (behavioral) (Gregory & Noto, [2019](#)), focusing particularly on

how each dimension of attitude contributes to the teacher's overall behavioral intention regarding the inclusion of students with mild to moderate disabilities. Specifically, the cognitive dimension addresses how teachers think about students with mild to moderate disabilities; the affective dimension addresses how teachers feel about these students, while the conative dimension describes how a teacher would like their behavior to be seen in response to teaching students with mild to moderate disabilities.

We can operationalize the intention to create a successful inclusive educational experience by using the theory of planned behavior (Ajzen, 2020) as a theoretical lens in an educational setting. This theory is composed of the teacher's attitude, what they believe to be the norm, and what they believe they can accomplish, which is moderated by their actual ability to successfully include students with special education needs. TPB (Ajzen, 2020) asserts that the knowledge of one's activities by another influences one's attitude and intention to behave. This part of the theory of planned conduct holds significance in an educational context since it affects the behavior of the teachers due to the public nature of education. Having standards, behavioral controls, and attitudes included strengthens

The extent to which a teacher feels that inclusion serves the needs of both children with mild to moderate disabilities and their counterparts without disabilities falls under the cognitive component of attitude. Teachers can get knowledge to help them create an inclusive cognitive frame of reference from prior research, policy documents, and law. Furthermore, the cognitive aspects of attitude might be influenced by stereotypes and other unofficial sources of information (Abacioglu et al., 2019). These findings support past research showing a relationship between teachers' claimed competence levels and each of the three attitude aspects (cognitive, affective, and conative). In fact, Avramidis et al. (2000) show that teachers' attitudes toward inclusion are positively correlated with the amount of training they have received, whereas Saloviita (2020) reports that a lack of training or experience in teaching students with disabilities can be used as a socially acceptable justification for excluding those who need special education. The study demonstrated the value of teaching experience and showed how dealing with students with impairments greatly enhanced teachers' perspectives on inclusion (Ćwirynkało et al., 2017).

The affective domain of attitude, on the other hand, expresses how educators feel about integrating children with mild to moderate disabilities into the regular education classroom. The

dynamics between a teacher and their pupils and coworkers strongly influence their affective attitude. Teachers who interacted with a student with a handicap in the classroom "held more positive attitudes towards inclusion of children with disabilities in their classes than those who did not have such exposure," according to research by Ahmmed et al. (2012) (p. 138). Additionally, research has demonstrated that teacher cooperation effects students' attitudes toward inclusive education positively (Saloviita, 2020), and Nilsen (2020) confirmed that building collaborative relationships among instructors can assist them in overcoming the challenge of feeling underprepared. Ultimately, MacFarlane et al. (2013) propose that holding positive feelings towards children with special needs may lead to positive beliefs [cognitive] and higher perceived behavioral control levels by connecting the affective domain of attitude with both cognitive and behavioral facets. In our study, we operationalize the affective dimension as cultivating relationships, both personally and professionally.

The conative aspect of attitude, which specifies how a teacher wants their actions to be perceived, is connected to the behavioral aspect. According to Ahmmed et al. (2012), instructors' attitudes toward inclusiveness were positively impacted by their perceptions of school support. This result suggests that teachers arrange their behavior according to how they wish to be perceived by others, which is in line with the conative domain. In this way, there is an interpretative or anticipatory component to the conative part of attitude. The teacher adjusts their conduct to the anticipated response, congruent with their self-concept, by anticipating how others will interpret their behaviors. According to Peters and Slovic (2007), this is the part of the theory of planned conduct that has received the least attention.

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