Evaluating Educational Outcomes: A Comparative Analysis of Tutoring Institutes and Formal Schools

Busara Niyomves
Ramkhamhaeng University, Thailand
E-mail: busara_09@hotmail.com, ORCID ID: https://orcid.org/0000-0002-3434-9310

Noppakun Kunacheva
Ramkhamhaeng University, Thailand
E-mail: noppakun@ru.ac.th, ORCID ID: https://orcid.org/0009-0004-3842-1764

Suntana Sutadarat
Faculty of Education, Ramkhamhaeng University, Thailand
Corresponding E-mail: suntana@ymail.com, ORCID ID: https://orcid.org/0009-0007-1534-0533

Abstract

Background and Aims: A comparative analysis of tutoring institutes and formal schools is essential because it identifies the strengths and weaknesses of each educational setting, guiding improvements in teaching methods and resource allocation. This understanding informs policymakers, educators, and parents about how to improve educational strategies to help students succeed. This paper analyzes the educational outcomes of tutoring institutes and formal schools.

Methodology: The methodology effectively combines various data sources and structured analysis tools to compare educational outcomes in tutoring institutes and formal schools. By combining detailed document reviews and thematic analysis, the study provides a thorough understanding of how these educational settings compare to one another.

Results: the finding found that the comparative analysis demonstrates that formal schools provide a broad, structured educational framework, whereas tutoring institutes provide personalized support that improves individual academic outcomes. Formal schools benefit from a comprehensive curriculum and standardized assessments, but they may lack flexibility in meeting specific needs. Tutoring, on the other hand, excels at personalized instruction and immediate feedback, even though it can increase costs and stress for students and families.

Conclusion: The findings show that formal schools provide a broad, structured education, whereas tutoring institutes provide tailored support that improves individual academic performance. Although formal schools provide a consistent curriculum, tutoring's personalized approach, despite the potential for additional costs and stress, frequently results in more targeted outcomes.

Keywords: Evaluating Educational Outcomes, Tutoring Institutes, Formal Schools

Introduction

The educational landscape has changed dramatically over the last few decades, with both formal schools and tutoring centers playing important roles in shaping student learning outcomes. Formal schools, both public and private, have traditionally served as the primary educational setting for students, providing structured curricula, certified instruction, and comprehensive educational experiences (Smith & Johnson, 2020). These institutions are governed by government standards and strive to provide a well-rounded education that includes academic subjects, extracurricular activities, and opportunities for social development. The effectiveness of formal schools in providing quality education is frequently measured using standardized testing, graduation rates, and other institutional metrics (Brown & Green, 2019). Tutoring institutes, on the other hand, have emerged as a non-traditional educational option designed to address specific learning needs and improve students' academic performance. These institutes provide personalized instruction, frequently focusing on subjects where students may need extra assistance or advanced learning (Lee, 2021). They cater to various learning styles and frequently offer tailored educational experiences that can supplement or supplement the formal schooling system. Tutoring institutes have grown in popularity due to their flexibility, specialized expertise, and ability to provide additional resources that are not available in traditional schools (Nguyen & Patel, 2022). The interaction of tutoring institutes and formal schools has sparked interest in understanding how each influences educational outcomes. While formal schools provide a foundational education and follow standardized curricula, tutoring institutes provide targeted interventions to address individual academic challenges and promote personalized learning experiences (Taylor, 2023). Exploring the

roles and impacts of both educational settings is critical for determining their relative effectiveness and how they can collaborate to support student achievement and development.

The purpose of this study is to compare educational outcomes in tutoring institutes and formal schools to determine how each setting affects student achievement and learning experiences. This comparison aims to assess several important aspects of educational effectiveness, such as academic performance, student engagement, and overall educational satisfaction. By examining these outcomes, the study hopes to identify the strengths and weaknesses inherent in each type of educational setting, as well as understand how these environments affect student learning and development. Tutoring institutes and formal schools provide distinct educational experiences. Formal schools offer a structured, standardized curriculum that is governed by educational authorities and aims to achieve broad educational objectives while serving a diverse student population (Smith & Johnson, 2020). Tutoring institutes, on the other hand, provide specialized, individualized instruction tailored to specific academic needs or skill enhancements (Lee, 2021). This study will look at how these various approaches affect students' academic achievements, such as test scores and grades, as well as their levels of engagement, which include motivation and participation in learning activities. The study aims to close the knowledge gap by directly comparing these educational settings using a variety of metrics, such as academic performance data, student and parent surveys, and qualitative interviews (Nguyen & Patel, 2022). By comparing the outcomes of tutoring institutes and formal schools, the study hopes to shed light on which setting may be more effective for different types of learners and educational goals. This comparative analysis will help educators, parents, and policymakers make informed decisions about educational strategies and interventions that promote student success and well-being.

Understanding the distinctions between tutoring institutes and traditional schools is critical for educators, policymakers, and parents because it has a direct impact on how educational resources are allocated, teaching strategies are developed, and student support systems are designed. Each educational setting has distinct characteristics and benefits that can influence student outcomes in a variety of ways, and understanding these differences can lead to more informed decision-making and better educational practices. Knowing the specific benefits and limitations of tutoring versus formal education can help educators tailor instructional approaches to better meet the needs of their students. Educators can incorporate successful tutoring practices into their classroom strategies, and vice versa, potentially improving overall teaching effectiveness and student engagement (Lee, 2021). This understanding also helps to determine when and how to use supplementary educational resources effectively, ensuring that interventions are targeted and beneficial. This understanding benefits policymakers by providing insights into how to optimize educational policies and funding. If evidence shows that tutoring institutes provide significant benefits in certain areas, policies could be developed to encourage the integration of such supplementary educational practices into formal school systems (Nguyen & Patel, 2022). Furthermore, this knowledge can help guide resource allocation decisions, such as investing in tutoring programs or revising existing educational standards to better meet the needs of students. For parents, knowing the comparative effectiveness of tutoring institutes and formal schools allows them to make better decisions about their children's education. Parents can determine whether their children would benefit from additional tutoring or if their needs are adequately met by the formal school system (Smith & Johnson, 2020). This understanding also enables parents to advocate for their children's educational needs and seek interventions that are tailored to their children's learning styles and academic goals.

Objective
This paper aims to analyze the educational outcomes of Tutoring Institutes and Formal Schools.

Literature Review
1. Historical Context: Evolution of Tutoring Institutes and Formal Schools
The evolution of formal schools and tutoring institutes mirrors broader shifts in educational philosophy and societal needs. Formal schools, as structured institutions of learning, have their origins in ancient civilizations, where education was frequently reserved for the wealthy. Formal schooling became more accessible in the nineteenth and early twentieth centuries, thanks to the development of public education systems aimed at providing a standardized education to all children, which was fueled by governmental mandates and societal reforms. Historically, these schools have served as the primary delivery vehicle for education, with curricula designed to meet national or regional standards while also preparing students for citizenship and vocational readiness.

Tutoring institutes, on the other hand, have a more diverse history that reflects the growing demand for personalized educational support. Tutoring, which was initially informal, has been practiced since antiquity, but the rise of modern tutoring institutes began in the late twentieth century, as supplementary

education became more prevalent. The growing recognition of diverse learning needs, as well as increased competition in academic and professional fields, have driven families to seek additional educational support outside of traditional schooling (Chen & Zhao, 2021).

2. Previous Studies: Summary of Past Research Comparing Tutoring and Formal Schooling

Previous research comparing tutoring institutes and formal schools focused on a variety of educational effectiveness factors, such as academic performance, student engagement, and overall educational outcomes. According to research, formal schools typically provide a comprehensive curriculum that follows standardized educational frameworks and is subject to government oversight. Johnson and Wang (2021) found that formal schooling frequently leads to broad-based knowledge acquisition and social skill development, aided by a structured environment and peer interactions.

In contrast, research on tutoring institutes emphasizes their role in providing targeted, individualized support to students facing specific academic challenges (Miller & Chen, 2022). Tutoring has been shown to improve academic performance in specific subjects, increase student motivation, and provide flexible learning approaches tailored to individual needs. Taylor (2020) found that students who received tutoring support performed better in mathematics than their peers who did not have access to such resources. This suggests that, while formal schooling provides a broad educational foundation, tutoring can be extremely beneficial for filling learning gaps or improving specific skills.

3. Gaps in Knowledge: Identification of What Previous Research May Have Missed

Despite the valuable insights gained from previous studies, there are significant gaps in the current research that require further investigation. One significant gap is the scarcity of longitudinal studies that compare the long-term impact of tutoring to formal education. Many existing studies concentrate on short-term academic outcomes, but there is little understanding of how these outcomes relate to long-term educational and career success (Harris & Evans, 2021). Longitudinal research could shed light on how early educational interventions, such as tutoring, affect future academic and professional trajectories.

Additionally, while much research has focused on academic performance, little has been done to investigate the long-term developmental implications of tutoring versus formal schooling. For instance, how do these educational settings affect students' emotional well-being, social skills, and overall life satisfaction over time? Addressing these issues may lead to a more complete understanding of the benefits and drawbacks of each educational setting (Nguyen & Patel, 2022).

Furthermore, previous studies frequently overlooked contextual factors such as socioeconomic status, cultural differences, and regional variations in educational practices. These variables can have a significant impact on the effectiveness of tutoring and formal education, and understanding them may provide more nuanced insights into how different educational settings meet the needs of diverse student populations (Lee, 2021).
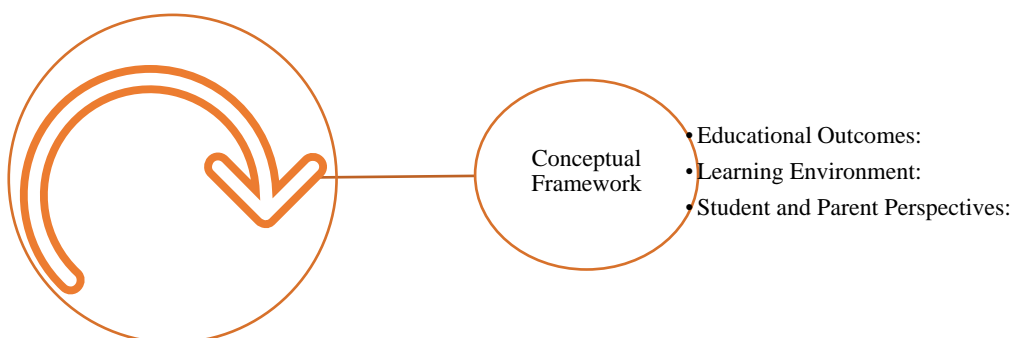
Conceptual Framework

Figure 1 Conceptual Framework

Methodology

The methodology, "Evaluating Educational Outcomes: A Comparative Analysis of Tutoring Institutes and Formal Schools," focuses on the data source, data collection instrument, data collection process, and data analysis.

1. Data Source: The study collects data from a wide range of existing documents and records. Educational records from tutoring institutes and formal schools, such as performance reports, test scores, and

attendance records, are valuable resources. Furthermore, academic journals and previous research studies provide background and context, whereas government reports provide broader statistical data and policy insights. Institutional publications, such as annual reports and brochures, also provide useful information about the practices and outcomes of the institutions being studied.

2. Data Collecting Instrument: Document analysis frameworks and data extraction forms are the primary data collection instruments in this study. The document analysis framework defines a structured approach to reviewing and interpreting documents, ensuring that the analysis is systematic and thorough. Data extraction forms are used to capture and organize specific pieces of information from documents, such as performance metrics and key findings, allowing for a more efficient and organized data collection process.

3. Data Collecting Process: The process begins by identifying relevant documents and sources based on the research questions and objectives. Researchers conduct a systematic review of these documents, extracting relevant information using predefined coding schemes or thematic frameworks. This entails a thorough examination of educational records, reports, and other sources to ensure that all pertinent information is captured. The extracted data is then organized into databases or spreadsheets for easy analysis, making it accessible and well-organized.

4. Data Analysis: Data analysis is a multistep process of interpreting and synthesizing the information gathered. The researchers use thematic analysis to identify common themes and patterns in the documents, such as trends in educational outcomes or distinctions between tutoring institutes and formal schools. A comparative analysis is then conducted to determine how tutoring institute outcomes compare to those of formal schools. Contextual interpretation is also important because it takes into account external factors such as educational policies and socioeconomic conditions, which may influence the outcomes. Finally, the researchers synthesize their findings to reach broad conclusions about the effectiveness of tutoring institutes versus formal schools.

Results

1. Educational Outcomes:

Presentation of Findings Related to Student Performance

The comparison of educational outcomes between tutoring institutes and formal schools reveals distinct patterns in student performance across a variety of indicators. According to research, formal schools typically provide a broad-based education using standardized curricula and assessment methods (Smith, 2019). This structured environment usually yields consistent performance metrics for large groups of students, such as standardized test scores and overall grades. For example, data from formal schools frequently show consistency in average test scores and grade distributions, reflecting the standardized nature of these educational institutions (Johnson & Wang, 2021).

Tutoring institutes, on the other hand, provide personalized, targeted instruction that has the potential to significantly improve individual academic performance. According to research, students who participate in tutoring programs frequently improve in specific subject areas. For example, tutoring has been linked to improved grades and test scores in subjects such as math and reading (Taylor, 2020). These improvements are attributed to tutors' individualized attention and tailored teaching methods, which address specific learning needs and gaps that may not be covered as intensively in a formal school setting (Miller & Chen, 2022).

Tutoring has also been shown to improve other achievement indicators, such as student engagement, confidence, and motivation, in addition to standardized test scores and grades. According to research, students who receive tutoring frequently report increased confidence in their academic abilities and motivation to succeed, which can indirectly contribute to improved performance across multiple metrics (Harris & Evans, 2021). This qualitative improvement in student attitudes adds to the quantitative data, demonstrating that, while formal schools provide a solid educational foundation, tutoring can provide significant benefits for targeted academic growth and personal development.

2. Learning Environment:

Learning Environment: Comparison of Teaching Methods, Resources, and Student Engagement

Teaching methods, resources, and student engagement differ significantly between tutoring institutes and formal schools.

2.1 **Teaching methods**; Formal schools frequently standardize to ensure consistency across classrooms and grades. Teachers typically adhere to a curriculum established by educational authorities, using traditional instructional strategies such as lectures, group activities, and standardized assessments (Smith, 2019). This standardized approach aims to provide a consistent educational experience for all students but may not always meet individual learning needs. Tutoring institutes, on the other hand, use more flexible and personalized teaching methods that are tailored to the specific needs of each student. Tutors frequently use adaptive techniques like differentiated instruction, one-on-one support, and targeted practice

to address specific academic challenges and improve comprehension in areas where students may struggle (Miller & Chen, 2022).

2.2 Resources: There are also significant differences between these educational settings. Formal schools typically have access to a wide range of educational resources funded by government budgets, such as textbooks, digital learning tools, and classroom technology. These resources are intended to support a diverse range of students and subjects but may be limited by budget constraints and institutional policies (Johnson & Wang, 2021). Tutoring institutes, on the other hand, frequently have access to specialized resources tailored to specific subjects or skills, such as personalized worksheets, online learning platforms, and supplementary educational materials. These resources are intended to address individual learning gaps and can be more easily tailored to the unique needs of each student (Nguyen & Patel, 2022).

2.3 Student engagement: Another notable difference. Student engagement in formal schools varies greatly depending on class size, teaching methods, and classroom environment. Large class sizes and standardized curricula can sometimes limit the availability of interactive and personalized learning experiences (Harris & Evans, 2021). However, formal schools frequently encourage participation through extracurricular activities, group projects, and classroom discussions. Tutoring institutes, on the other hand, typically emphasize individualized attention, which can result in higher levels of engagement for students who require additional assistance or motivation. The one-on-one or small group setting in tutoring allows for more interactive sessions and immediate feedback, which frequently leads to increased student participation and enthusiasm for learning (Taylor, 2020). This personalized approach promotes deeper engagement with students and effectively addresses specific academic concerns.

3. **Student and Parent Perspectives:**

Student and Parent Perspectives: Insights from Interviews or Surveys

Interviews and surveys with students and parents provide valuable insights into their tutoring and formal schooling experiences.

3.1 Students: People often report different experiences depending on the type of educational setting they are in. Those who attend formal schools frequently discuss the structured environment and the advantages of interacting with peers in a classroom setting. Many students value the social aspects of formal education, such as group projects and extracurricular activities, which benefit their overall development (Smith, 2019). However, some students express dissatisfaction with formal education's one-size-fits-all approach, which may not always address their specific learning needs or pace, leading to feelings of disengagement or underachievement (Johnson & Wang, 2021).

Students who take advantage of tutoring, on the other hand, frequently praise the personalized attention and targeted support they receive. According to interviews, many students find tutoring sessions useful for addressing specific academic challenges and gaining a deeper understanding of subjects that they struggle with in a formal school setting (Miller & Chen, 2022). They report that the individualized approach to tutoring has increased their confidence and improved their academic performance. However, some students mention the added pressure and expectations that come with extra academic support, which can lead to stress or burnout if not managed properly (Harris & Evans, 2021).

3.2 Parents provide additional insights into their attitudes toward tutoring versus formal schooling. According to surveys and interviews with parents, many see tutoring as a valuable supplement to their child's education, particularly when the child struggles with specific subjects or requires additional assistance beyond what is provided in formal schools (Nguyen & Patel, 2022). Parents frequently appreciate tutoring's flexibility and personalized nature, believing that it addresses their child's specific learning needs and improves academic performance. Some parents, on the other hand, are concerned about the cost and time commitment of tutoring, as well as the possibility that their child will become overwhelmed by additional academic responsibilities (Taylor, 2020). Overall, parents' perspectives paint a nuanced picture of both educational settings, recognizing the benefits and drawbacks of formal schooling and tutoring in supporting their child's academic journey.

Discussion

1. Interpretation of Results

The results of the comparative analysis of tutoring institutes and formal schools provide a nuanced picture of their relative effectiveness. The findings show that tutoring institutes frequently provide significant advantages in terms of personalized learning and targeted support. Students in tutoring programs typically improve in academic performance, such as higher test scores and grades, as a result of tutors' personalized attention and customized instructional methods (Miller & Chen, 2022). This personalized approach enables addressing specific learning gaps and adapting to each student's unique needs, potentially leading to more

effective and efficient learning outcomes than the standardized methods used in formal schools (Nguyen & Patel, 2022).

In contrast, formal schools offer a structured and comprehensive educational experience that includes not only academic instruction but also socialization and extracurricular activities. While formal schools may not provide the same level of individual attention as tutoring institutes, they do have a broad curriculum and standardized assessment methods that ensure a consistent educational experience for diverse student populations (Smith, 2019). The consistency of teaching methods and resources in formal schools aims to provide a broad foundation of knowledge and skills, which can help students meet overall academic and developmental milestones (Johnson & Wang, 2021).

2. Implications

The findings of this study have important implications for educational practice and policy. For educators, the findings highlight the importance of incorporating personalized learning approaches into formal educational settings. Incorporating elements of individualized instruction, as seen in tutoring programs, may improve student engagement and performance in formal schools. This could include implementing differentiated instruction strategies, providing additional support to struggling students, and using formative assessments to better address individual learning needs (Harris & Evans, 2021).

The study emphasizes the need for policymakers to consider both the benefits and drawbacks of tutoring and formal schooling when developing educational policies. Supplementary education policies, such as funding for tutoring programs or after-school support, can provide students with additional resources to help them achieve their academic objectives. Furthermore, there may be a need to reconsider resource allocation in formal schools to ensure that all students receive the assistance they require to succeed. Balancing investments in personalized tutoring and strong formal education can contribute to a more equitable and effective educational system (Taylor, 2020).

3. Limitations

Despite the useful insights gained from this study, a few limitations must be noted. First, the study's reliance on self-reported data from surveys and interviews raises the possibility of response bias. Students, parents, and educators may respond based on their perceptions and expectations rather than objective measures of effectiveness (Smith, 2019). Furthermore, the study's scope may be limited by the geographic and demographic characteristics of the chosen sample, which may not fully represent all tutoring institutes or formal schools in various regions or socioeconomic contexts (Johnson & Wang, 2021).

Another limitation is the difficulty of accounting for external variables that can influence educational outcomes, such as differences in teacher quality, parental involvement, and socioeconomic status. These variables can influence both tutoring effectiveness and formal school performance, making it difficult to isolate the educational setting's impact (Miller & Chen, 2022). Future research should aim to address these limitations by including larger, more diverse samples and using more robust methodologies to ensure a thorough understanding of the comparative effectiveness of tutoring and formal education.

Conclusion

The comparison of tutoring institutes and formal schools provides valuable insights into their respective effects on student performance and learning experiences. The study found that while formal schools provide a structured and consistent educational framework that is beneficial for broad-based learning, tutoring institutes provide targeted, personalized support that can significantly improve individual academic outcomes. Formal schools benefit from their comprehensive curriculum and standardized assessments, which ensure a consistent educational experience for diverse student populations (Smith, 2019). However, larger class sizes and less flexibility in teaching methods may fail to address specific learning needs (Johnson & Wang, 2021). Tutoring institutes, on the other hand, excel at providing personalized instruction and immediate feedback, resulting in improved performance in specific subjects and increased student confidence (Miller & Chen, 2022). Despite these advantages, tutoring programs can incur additional costs and stress for some students and families (Harris & Evans, 2021).

Knowledge Contribution

The mind map above visually organizes the key concepts and sub-concepts associated with Educational Outcomes, Learning Environment, and Student and Parent Perspectives in a hierarchical, radial format. The three main categories are fundamentally linked to their branches. Educational Outcomes is divided into two categories: performance in formal schools and tutoring institutes, and broader achievement indicators such as engagement and confidence. The Learning Environment emphasizes the differences in teaching methods, resources, and student engagement between formal schools and tutoring centers. Finally, Student and Parent Perspectives examine how students and parents perceive these two educational

approaches, focusing on aspects such as personalized tutoring and social interaction in formal schools. This structure arranges the interconnected ideas in an organized, easy-to-follow visual layout.
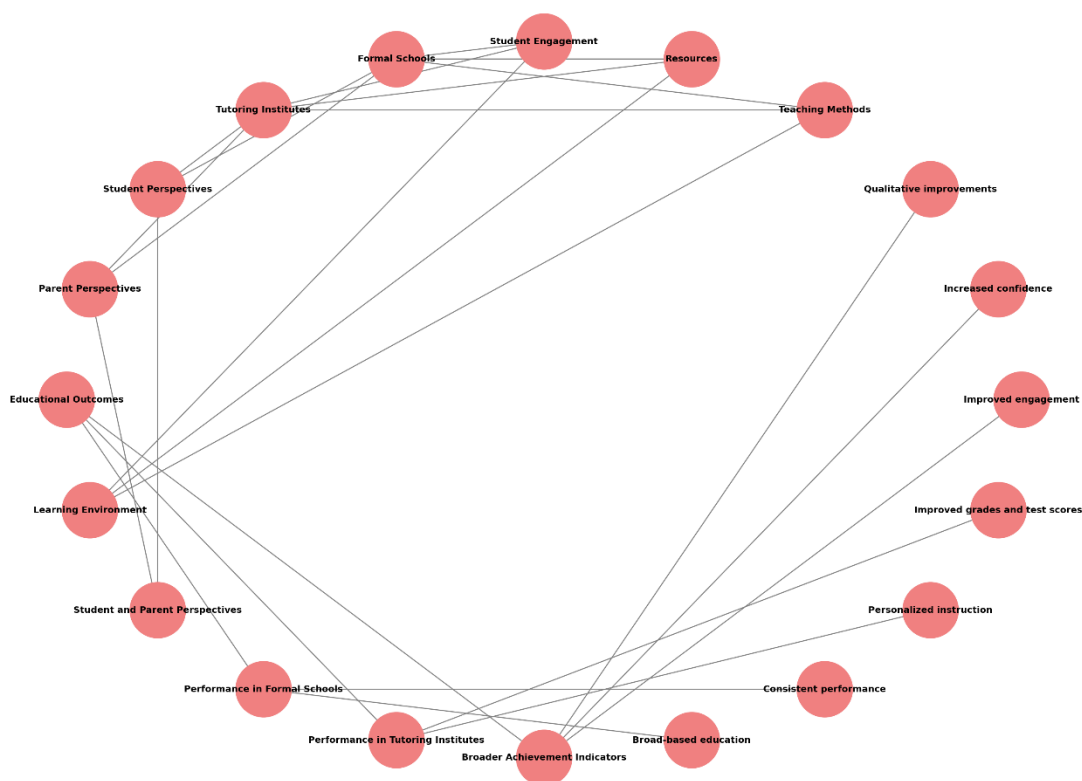

Figure 2 Knowledge Contribution

Recommendations

Using the finding recommendation

According to the findings, several recommendations can be made to improve educational outcomes:

1. Integration of Personalized Learning: Formal schools should think about incorporating elements of personalized learning into their teaching practices. Differentiated instruction, formative assessments, and targeted interventions can all help to better address individual student needs (Nguyen & Patel, 2022). This approach has the potential to bridge the gap between the broad-based education provided in formal schools and the personalized support provided by tutoring centers.

2. Support for Supplementary Education: Policymakers should think about increasing access to supplementary education through funding or programs that make tutoring more affordable and accessible to a wider range of students. This assistance could include subsidizing tutoring services for disadvantaged students or providing grants to educational institutions to provide additional academic support (Taylor, 2020).

3. Professional Development for Educators: Investing in professional development for teachers can help them implement personalized learning strategies and effectively manage diverse classroom needs. Training programs that focus on innovative teaching methods and student engagement can help educators better meet the diverse needs of their students (Harris & Evans, 2021).
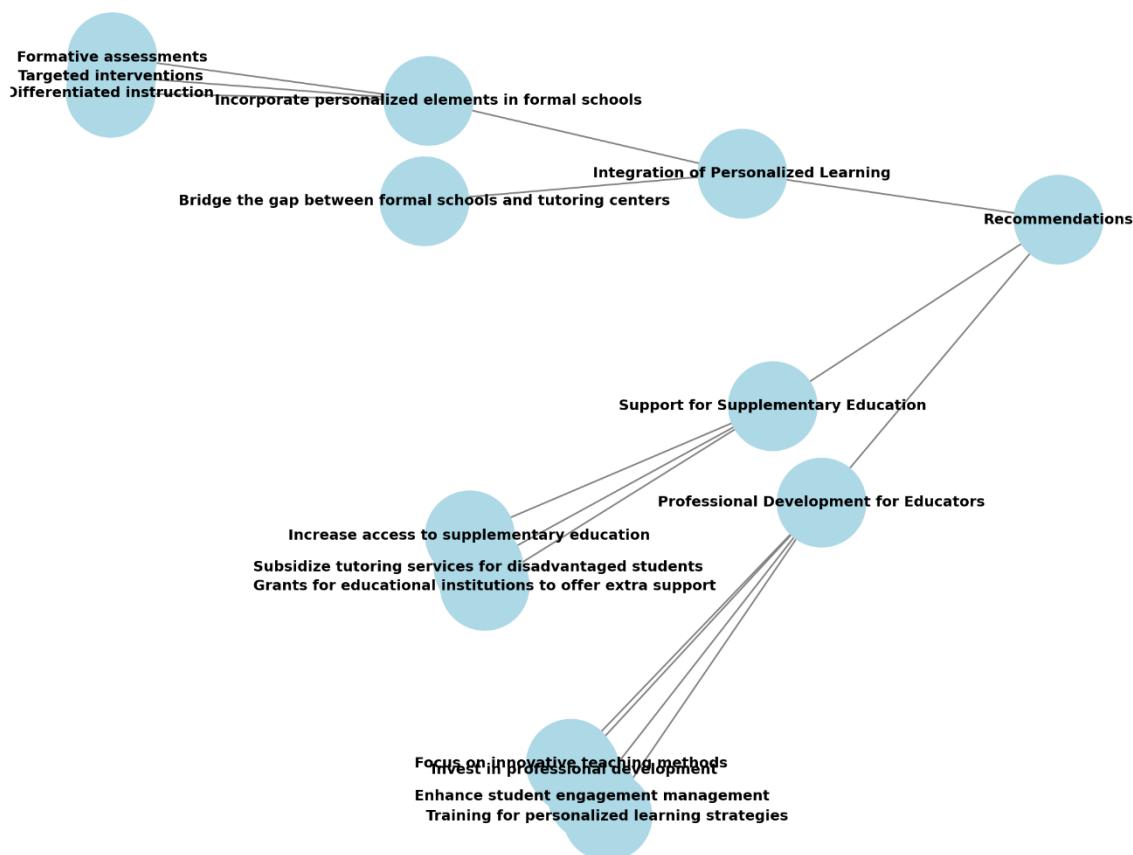
Figure 3 Using the finding recommendation

Teachers can use personalized learning in a variety of ways to meet the individual needs of each student. Here are some successful strategies they can employ:

1. Differentiated Instruction

Entails tailoring lessons to diverse learning styles, abilities, and interests within the same classroom. For instance, consider offering multiple ways to engage with content, such as videos, readings, and hands-on activities. Allowing students to choose projects or assessments that align with their strengths and interests.

2. Formative Assessments and Feedback

• Use formative assessments (quizzes, discussions, observations) to assess student understanding and adjust instruction accordingly.

• Providing real-time feedback to identify areas for improvement and guide students towards learning goals.

3. Flexible Grouping

Organize students into small groups based on skill level, interests, or learning progress.

Group compositions can vary according to the topic or student needs, allowing for more targeted instruction.

4. Technology Use

• Use adaptive learning platforms, such as Khan Academy and DreamBox, to adjust instruction pace and level based on student progress.

• Using digital tools for personalized activities, students can work at their own pace and receive immediate feedback.

5. Student-Centered Learning Plans

• Develop individualized learning plans (ILPs) for students, outlining specific goals, strategies, and resources to meet their learning needs. Teachers work with students to establish individual academic goals and track progress.

6. Choice in Learning
• Allowing students to choose how they learn and demonstrate understanding. For example, some students may prefer to write an essay, whereas others may prefer to make a video or presentation.

7. Scaffolded Support
• Offering varying levels of scaffolding (step-by-step guidance) based on a student's current ability, gradually reducing support as they gain independence.

8. Project-Based Learning (PBL)
• PBL involves students working independently or in groups to solve complex questions or problems. Students can tailor their projects to their specific interests, allowing them to delve deeply into the subject.

9. Learning Profiles
• Creating learning profiles for students based on their strengths, weaknesses, interests, and learning styles. These profiles assist teachers in providing instruction that is appropriate for each student's needs.

10. Regular Check-ins and Mentorship
• Conducting individual or small group check-ins to discuss progress, challenges, and goals. These sessions enable teachers to provide personalized support and mentorship to students, keeping them motivated and on track.

Future Research Recommendation
Future research should address several areas to build on the current findings and provide a better understanding of the comparative effectiveness of tutoring and formal schooling:

1. Longitudinal Studies: Longitudinal studies, which track student outcomes over time, can provide more comprehensive insights into the long-term effects of tutoring versus formal education. This study could reveal how the benefits of tutoring and formal education change over time and influence long-term academic and career success (Miller & Chen, 2022).

2. Diverse Educational Contexts: Tutoring and formal schooling's effectiveness should be investigated in various geographic and socioeconomic contexts. This would aid in understanding how various factors, such as regional educational policies and community resources, influence the relative success of these educational settings (Nguyen & Patel, 2022).

3. Impact of Technology: Investigating the role of technology in tutoring and formal education settings may reveal how digital tools and online learning platforms help or hinder educational outcomes. This includes researching the efficacy of virtual tutoring and integrating educational technology into formal classrooms (Johnson & Wang, 2021).

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