

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

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ABSTRACT

The present study was conducted to measure the mental state of the XI & XII Grade students in relation to Happiness and Hope. A sample of 187 students (98 male and 89 female) between 15 to 19 years of age was selected from different areas of Rajshahi District of Bangladesh. In order to collect the research data, the Bengali version of the MUNSH Scale adapted by Akter (2003) and the Bengali adaptation of the Trait Hope Scale (Joarder and Khan, 2015) were administered on the respondent. The obtained data were analyzed by Pearson Product Moment Correlation and t-test. Results revealed that there was a significant mean difference in Happiness and Hope among XI & XII Grade adolescent students. It also revealed a significant correlation between Happiness and Hope among adolescent students.

Keywords: *Happiness, Hope, Adolescent*

Happiness is one of the most important concepts in the field of mental health and defined as a sustainable approach and pleasant feeling. Happiness is a mental or emotional state of well-being which can be defined by, among others, positive or pleasant emotions ranging from contentment to intense joy. Happy mental state may also reflect judgments by a person about their overall well-being. Happiness is one of the most important concepts in the mental health that has an impact on different aspects of young people. Happiness is also defined as a cognitive phenomenon, that is, as the result of a deliberate evaluation process. Shin & Johnson (1978) defined life-satisfaction as a global assessment of a person's quality of life according to his chosen criteria.

Several definitions combine one or more of the above elements. For instance, Diener defines Subjective Well-Being (SWB) as being satisfied with life (attitude), while feeling good (affect), in his own words. Thus a person is said to have high Subjective well-being if she or he experiences life satisfaction and frequent joy and only infrequently experiences unpleasant emotions such as sadness or anger. On the other hand, a person is said to have low Subjective well-being if she or he is dissatisfied with life, experiences little joy and affection and frequently feels negative emotions such as anger or anxiety (Diener, Sandvik, Sidtitz, and Diener, 1997). The cognitive aspect of happiness consists in a positive evaluation of your life, a judgment that at least on balance; it measures up favorably against your standard or

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The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

expectations. The affective side of happiness consists in what we commonly call a sense of well-being, finding your life enriching or rewarding or feeling satisfied or fulfilled by it. Happiness, in the form of joy, appears in every typology of basic human emotions. Feeling happy is fundamental to human experience and most people are at least somewhat happy much of the time. Philosophers and social researchers have defined happiness in a variety of ways. The largest divide is between hedonic views of happiness as pleasant feelings and favorable judgments versus eudemonic views of happiness involving doing what is virtuous, morally right, true to oneself, meaningful and/or growth producing (Ryan & Deci, 2001). Diener (2000) describe happiness as having positive affect and life satisfaction over experiencing less negative effect.

Hope is a feeling of expectancy and desire for a particular thing to happen. Hope is a motivational factor that helps initiate and endure action toward long-term goals, including flexible management of obstacles that get in the way of goal attainment. Hope is one of the factors in coping, is future oriented and considered to be multidimensional by most researchers. Hope is not just a feel-good emotion, but a dynamic cognitive motivational system.

Hope is defined as the perceived capability to derive pathway to desired goals and motivated oneself via agency thinking to use these pathways. Hope is an optimistic attitude of mind based on an expectation of positive outcomes related to events and circumstances in one's life or the world at large. Hope is a particularly promising individual difference factor that helps to initiate and sustains action toward long-term goals, including flexible management of problems that might interfere with accomplishments (Snyder & Lopez, 2007; Snyder, Rand, & Sigmon, 2002).

The growing body of research on hope highlights the significance of the theory as well as its promising nature. For example, hope in itself has been shown to have a positive role in different domains from achievement to well-being and is evident in a growing number of literatures (Cheavens, 2000; Curry, Snyder, Cook, Ruby, & Rehm, 1997; Rand, 2009; Snyder, Shorey, Cheavens, Pulvers, Adams, & Wiklund, 2002; Sympson, 2000). Furthermore, hope has shown to be a “better” predictor of well-being compared to similar constructs (optimism and self-efficacy) due to the unique characteristics of hope against its counterparts (Magaletta & Oliver, 1999). A growing number of research also centers on hope as positive influence on psychological well-being as well (Cheavens, 2000; Sympson, 2000; You, Furlong, Felix, Sharkey, Tanigawa, & Green, 2008).

Adolescent is complex time of human life. It is transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. In many societies, however, adolescent is narrowly equated with puberty and the cycle of physical changes culminating in reproductive maturity. Adolescent is a transitional stage of physical and psychological development that generally happens during the period from puberty to legal adulthood. The study of adolescents' happiness and Hope are important, because in this period of life different events and transitions may influence children and adolescents development and well-being. Adolescence has been thought of as a period of “storm and stress” a time of heightened emotional tension resulting from the physical and glandular changes associated with the developmental stage.

REVIEW OF LITERATURE

Happiness and hope are very important factor of human life. It influenced by many factors. Samavi et al. (2012) have shown that teenagers and adult with high level of hope have better performance in the items related to school, sports, health maintenance, problem solving and mental well-being.

Ciarrochi, Heaven and Davies (2007) found that high scores of hope is related to psychological well-being and self-compassion, self-esteem, life satisfaction and optimism. Snyder & Feldman (2000) conducted across-sectional studies and findings of research recommended that high hope causes well-being and fuels increased goal achievement behavior. Cheavens et al. (2000) conducted a study on hope and found that hope has positive influence on happiness. Chang (1998), Horton & Wallander (2001), Valle et al. (2006) conducted a series of studies and their research suggests that people with higher hope cope better with stressful life events. Curry, Snyder, Cook, Ruby, & Rehm (1997), Ciarrochi et al. (2007), Snyder et al. (1991) conducted a study and findings of their research suggests that hope has been found to predict successful outcomes across a range of domains.

Snyder (2002) conducted a study and found that high-hope students are more likely to use approach goals in their lives, whereas low-hope students are attracted to avoidance goals. Medley (1980) found that it is inconsistent with the evidence of many other studies which show that females are more likely to be happy than males.

Panahi et al.(2013) conducted a study and found that psychological well-being of female students is more than male students. Parez (2012) found that female students have high happiness score than male students. Kaplan, Shema and Leite (2008) found that subjective happiness of female students is higher than male students. Hakan (2015) conducted a research on 435 university students of Sakarya University and Dumlupinar University of Turkey. He found that there was a statistically significant relationship between hope and happiness. He also found that hope plays a role as predictive factor of happiness on Turkish University students.

Lu & Hsu (2013) conducted a study and found that subjective happiness can substantially influence hope and wellbeing. Snyder (2000) conducted a study and found that hope can influence one's emotions indeed, emotions are a consequence of goal-directed behaviors and thoughts. Bryant & Cvenegros, (2004), Heaven, Ciarrochi & Hurrell, (2010), Magaletta & Oliver (1999), Snyder et al. (1997) found that hope has been shown to be distinguishable from other related constructs, such as optimism, hopelessness, self-esteem and emotional awareness. Magaletta & Oliver (1999), Wong & Lim (2009) conducted a study on hope and psychological well-being and found that hope has positive relations with psychological well-being and life satisfaction. Scheier & Carver (1993), Carver & Scheier (2000b) and Gazir (2004) conducted a study and findings of the study suggests that hope is related to optimism, internal locus of control, resilience and self-efficacy.

Cetinturk (2001), Onwueqbuzie (1998) conducted a study and findings of their research indicates that individuals hope is negatively correlated with depression, anxiety, external locus of control and pessimistic hopelessness is central to the concept of recovery from mental disorders, both as a trigger of the recovery process and as a maintaining factor.

Benard (1999), Brooks (2006), Gizir (2004), Masten (2001), Synderet al. (2000) found that hope is a protective factor for human adaptation and for psychotherapeutic change. hang

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

(1998), Ciarrochi et al., (2007), Horton & Wallander (2001), Valle et al. (2006) conducted a study and the findings of their research suggests that people with higher hope cope better with stressful life events. Vangelista et al. (2003) in clinical their work found that positive psychological states like hope and constructs like subjective well-being and quality of life are associated with each other and low hope people were found to have poor subjective well-being and quality of life. Hasnain et al. (2014) in their study exploring hope, optimism and happiness as correlates of subjective well-being in a group of young adults found that hope emerged as one of the predictors of subjective well-being implying that hope and subjective well-being are associated with each other.

Objectives

The objectives of the present study are as follows:

1. To investigate the levels of hope and happiness of the XI and XII Grade adolescent students of the Rajshahi Districts.
2. To investigate hope and happiness of the XI and XII Grade adolescent students in relation to their gender, academic year, residence, family type and involves or non-involves in extracurricular activity.

Hypotheses of the study

Hypothesis-I: There would be a no significant correlation between happiness and hope of XI and XII Grade adolescent students.

Hypothesis-II: There are no significant difference in hope among gender, academic year, residence, types of family and involves or non-involves in extracurricular activity of XI and XII Grade adolescent students.

Hypothesis-III: There are no significant difference in happiness among gender, academic year, residence, types of family and involves or non-involves in extracurricular activity of XI and XII Grade adolescent students.

Rationale of the study

The subjective happiness and hope of adolescent students is very important factors in the present perspectives of Bangladesh. The majority portions of our population are young generations. In future, young generations will have to lead on the development of our country. It would be impossible to develop our country without the contribution of young generations. Subjective happiness and hope are needed for life satisfaction and good mental health. The subjective happiness and hope of the students are very concern matter at present perspectives. The subjective happiness and hope are an activate factors for good mental health. So, it is needed to know the current subjective happiness and hope of young generations of our country. For this reason, researcher conducted the study on XI and XII Grade adolescent students to investigate the subjective happiness and hope among students. Researcher found that there is a statistically significant relationship between hope and happiness.

METHOD

Design of the Study

The sample of the study consisted of 187 XI and XII Grade adolescent students (98 male and 89 female) of Rajshahi District. The respondents were aged from 15 to 19 years.

Instruments used

An adapted Bengali version of MUNSH scale (Akter, 2003) and Hope scale (Joarder and Khan, 2015) were used to measure happiness and Hope respectively.

Description of the Memorial University of Newfoundland Scale of Happiness (MUNSH) scale

The Bengali version of the MUNSH Scale was adapted by Akter in (2003) which was originally developed by Kozma and stones (1980) for measuring happiness. The MUNSH scale includes 24 positively and negatively balance question of item or items measuring both short-term (Affective) and long term dispositional components. The MUNSH score range varies from zero to 48. A high total score indicates higher level of happiness and low total score indicates a lower level of happiness. The test retest and split half reliabilities of the scale were 0.87 and 0.91 respectively. In accordance to the MUNSH Happiness Scale Instruction Procedure, the scoring has been computed and assessed accordingly for Statistical analysis. Respondents were asked to draw a tick mark (✓) to the box at the right in columns that is befitting to the respondent's feelings in the form of "Yes" "Don't know", and "No". Scoring: yes = 2, don't know = 1, and No = 0. Item 19: Present Location = 2; Other Location = 0. For Item 23, Satisfied = 2; Not Satisfied = 0. Four separate scales scores were computed: A Positive Affect (PA) scale score (the sum of responses to all positive questions), a Negative Affect (NA) scale score (the sum of responses to experience questions). The difference between the Affect scales (PA-NA) and the Experience scales (PE-NE), are summed up. Therefore, because of the nature of computation formula (PA-NA+PE-NE), the scores varies from -24 to +24 is added to obtain a total MUNSH score to avoid minus scores. Thus, MUNSH Total= (PA-NA+PE-NE) +24.

Description of Trait Hope Scale

The Bengali version of the Trait Hope Scale was adapted by Joarder & Khan (2015) which was originally developed by Synder et al. (1991). The parallel form reliability coefficient was .91 ($\alpha = 0.01$) and test-retest reliability was found 0.84 ($\alpha = 0.01$). The Scale consists of 12 items measure of a responds level of hope. The total Trait Hope Scale score range varies from 8-64. The higher Hope Scale scores indicating higher levels of hope and the lower Hope Scale scores indicating lower levels of hope. The scale is divided into two sub scales, Such as: (1) Agency (i.e., goal- directed energy) and (2) Pathway (i.e., planning to accomplish goals). Of the 12 items, 4 makes up the Agency sub-scale and 4 make up the Pathway sub-scale. The remaining 4 items are fillers. Each item is answered using an 8 point Likert scale ranging from definitely false to definitely true. These are 1= Definitely false, 2= Mostly false, 3= Somewhat false, 4= Slightly false, 5= Slightly true, 6= Somewhat true, 7= Mostly true and 8= Definitely true. When administering the scale, it is called The Future Scale. The Agency sub-scale score is derived by summing items 2, 9, 10, 12 and score range of the sub-scale from 4 to 32, with higher scores indicating higher levels of Agency thinking and lower scores indicating lower levels of Agency thinking. The Pathway sub-scale score is derived by summing items 1, 4, 6 and 8 and score range of the sub-scale from 4 to 32, with higher scores indicating higher levels of Pathway thinking and lower level scores indicating lower levels of pathway thinking. The items of 3, 5, 7 and 11 are fillers and they are not considered at the time of scoring.

RESULTS

The results of the study were tabulated and interpreted by Pearson's product moment correlation and *t*-test though IBM SPSS version 20. The results of the present study are illustrated in the following tables.

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

Table-1: Relationship between happiness and hope of Rajshahi District XI and XII Grade adolescent students.

Variable	Hope	Happiness
Hope	1	0.241*
Happiness	0.241*	1

Note: correlation is significant at the 0.01 level. (2 tailed).

The above table shows that there is a positive correlation between subjective happiness and hope of Rajshahi District XI & XII Grade adolescent students. The degree of correlation between happiness and hope is 0.241 which indicates that students with higher level of happiness have higher level of hope.

Table-2: Mean differences of happiness and hope between male and female students

variables	Gender	N	Mean	SD	df	t	p
Hope	Male	98	52.69	7.74	185	-1.17	0.24
	Female	89	53.44	7.13			
Happiness	Male	98	28.67	7.14	185	-.68	0.49
	Female	89	29.89	6.95			

Table 2 shows that there was significant mean difference in Hope (male mean = 52.69, Female mean = 53.44, $t = -1.17$ with $df = 185$, $p = 0.24$) and Happiness (male mean = 28.67, Female mean = 29.89, $t = -.68$ with $df = 185$, $p = 0.49$) of the male and female adolescent. This result indicates that there is no significant difference of Hope and happiness between male and female XI & XII Grade adolescent students. But the result show that hope and happiness of female students are more than male students.

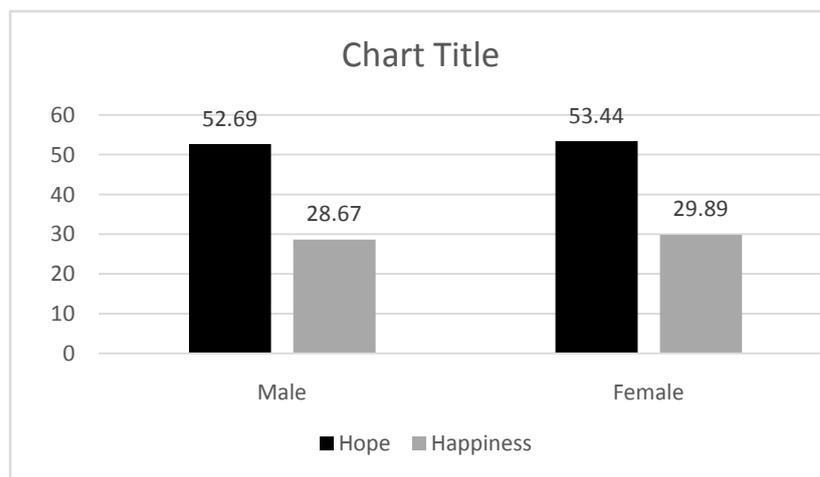


Figure-1: Graphical representation of mean scores of Hope and Happiness of male and female XI and XII Grade adolescent students.

Table-3: Mean differences of subjective happiness and hope between HSC (Higher Secondary Certificate) 1st and 2nd year adolescent students.

variables	Year	N	Mean	SD	df	t	p
Hope	HSC 1 st year	118	52.49	7.46	185	-1.34	0.18
	HSC 2 nd year	69	54.00	7.38			
Happiness	HSC 1 st year	118	28.69	7.15	185	-1.43	0.15
	HSC 2 nd year	69	30.22	6.84			

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

Table 3 shows that there was significant mean difference in Hope (HSC 1st year mean = 52.49, HSC 2nd year mean = 54.00, $t = -1.43$ with $df = 185$, $p = 0.15$) and Happiness (HSC 1st year mean = 28.19, HSC 2nd year mean = 29.00, $t = -.72$ with $df = 185$, $p = 0.47$) of the HSC 1st and 2nd year adolescent students. This result indicates that there is no significant difference of Hope and happiness between HSC 1st and 2nd year adolescent students. But the result show that hope and happiness of 2nd year students are more than 1st students.

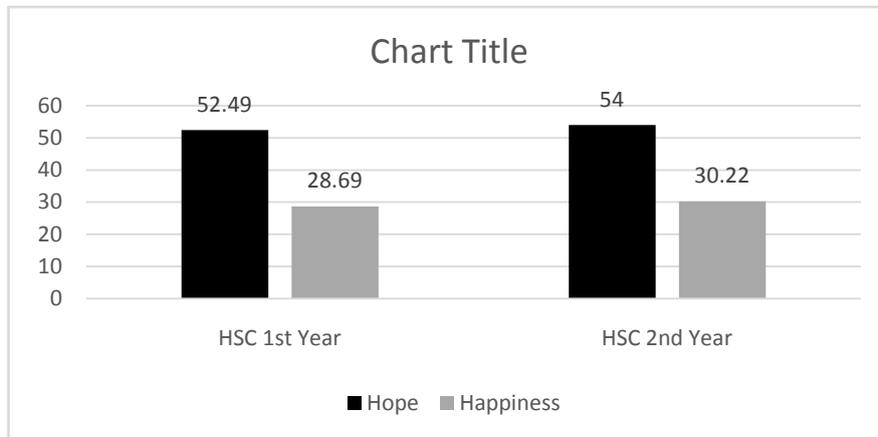


Figure-2: Graphical representation of mean scores of Hope and Happiness between HSC 1st and 2nd year adolescent students.

Table-4: Mean differences of subjective happiness and hope between Urban and Rural adolescent students.

variables	Residence	N	Mean	SD	df	t	p
Hope	Urban	86	53.05	7.08	185	-.003	0.99
	Rural	101	53.05	7.77			
Happiness	Urban	86	28.50	7.58	185	-1.35	0.18
	Rural	101	29.89	6.55			

Table 4 shows that there was significant mean difference in Hope (Urban mean = 53.05, Rural mean = 53.05, $t = -.003$ with $df = 185$, $p = 0.99$) and Happiness (Urban mean = 28.50, Rural mean = 29.89, $t = -1.35$ with $df = 185$, $p = 0.18$) of the Urban and Rural adolescent students. This result indicates that there is no significant difference of Hope and happiness between Urban and Rural adolescent students. But the result show that hope of rural students are more than urban students.

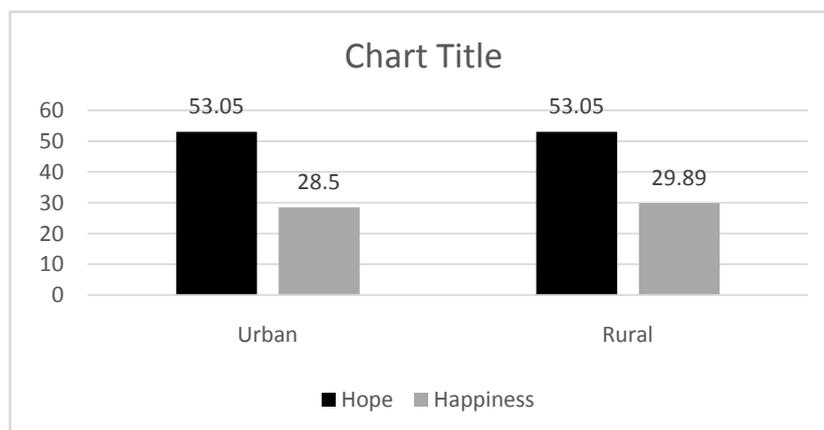


Figure-3: Graphical representation of mean scores of Hope and Happiness between Urban and Rural adolescent students.

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

Table-5: Mean differences of subjective happiness and hope between Single and joint family adolescent.

variables	Family Type	N	Mean	SD	df	t	p
Hope	Single Family	137	52.53	7.63	185	-1.57	0.11
	Joint Family	50	54.46	6.75			
Happiness	Single Family	137	29.07	6.67	185	-.75	0.44
	Joint Family	50	29.90	8.07			

Table 5 shows that there was significant mean difference in Hope (Single Family mean = 52.53, Joint Family mean = 54.46, $t = -1.57$ with $df = 185$, $p = 0.11$) and Happiness (Single Family mean = 29.07, Joint Family mean = 29.90, $t = -.75$ with $df = 185$, $p = 0.44$) of the Single Family and Joint Family adolescent students. This result indicates that there is no significant difference of Hope and happiness between Single Family and Joint Family adolescent students. But the result show that hope and happiness of Joint family students are more than Single family students.

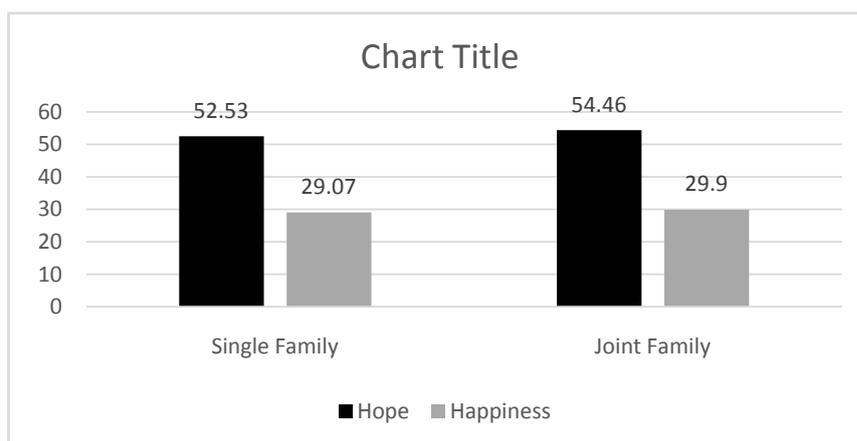


Figure-4: Graphical representation of mean scores of Hope and Happiness between Single Family and Joint Family of adolescent students.

Table-6: Mean differences of subjective happiness and hope between involves and non-involves in Extra-Curricular activity adolescent students.

variables	Extra-Curricular activity	N	Mean	SD	df	t	p
Hope	involves	68	52.29	9.13	185	-1.05	0.29
	non-involves	119	53.48	6.28			
Happiness	involves	68	29.06	7.88	185	-.28	0.77
	non-involves	119	29.36	6.57			

Table 6 shows that there was significant mean difference in Hope (involves mean = 53.05, non-involves mean = 53.05, $t = -.003$ with $df = 185$, $p = 0.99$) and Happiness (involves mean = 28.50, non-involves mean = 29.89, $t = -1.35$ with $df = 185$, $p = 0.18$) of involves and non-involves Extra-Curricular activity. This result indicates that there is no significant difference of Hope and happiness between involves and non-involves in Extra-Curricular activity adolescent students.

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

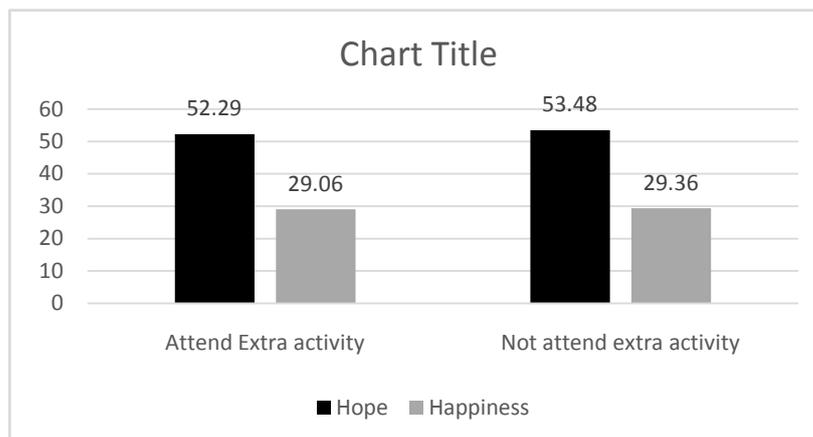


Figure-5: Graphical representation of mean scores of Hope and Happiness involves and non-involves in Extra-Curricular activity adolescent students.

DISCUSSION

The main objective of the present study was to investigate the mental state of XI & XII Grade students in relation to Happiness and Hope. The participant of the study comprised a total of 187 (98 male and 89 female) adolescent students.

In order to collect data, researcher administered an adapted Bengali version of "MUNSH" scale (Akter, 2003) which was originally developed by Kozma & Stone (1980). Researcher also administered an adapted Bengali version of the Trait Hope scale (Joarder & Khan, 2015) which was originally developed by Synder et al. (1991). The subjective happiness and hope of students was compared on the basis of gender, academic year, and residence, types of family and involvement or non-involvement in extracurricular activities. In relation to the objectives of the present study, three hypotheses were formulated to investigate subjective happiness and hope of the students of Rajshahi District.

The first hypothesis of the present study stated that there would be a no significant correlation between happiness and hope of XI & XII Grade adolescent students. The result of the table shows that there is a positive correlation between subjective happiness and hope. It was found that that there is positive correlations between subjective happiness and hope of Rajshahi District students (table-1: $r=0.24$). It means that the higher level of hope of students the higher level of their happiness. This results is consistent with the findings of Meherunissa (2016), Samavi, Araban, Jaudan, Raisaadi, and Sheikhi Fini (2012), Hakan (2015), Rague Bogdan (2010), Cheavens (2000), Ryan & Desi (2001), Slade (2009), Magletta & Oliver (1990), Synder & Feldman (2000), Lu, F.J. & Hsu, Y. (2013). This result supports the first hypothesis. Perhaps, the engagement of rising subjective happiness is highly beneficial for rising hope. In explain in this finding it can argued that Students with high in trust and confidence, positive future orientation and social relations, personal value are more likely to be happy than those high in lack of perspective. Hope is related with developing successfully pursuing goals. Hope is also related with subjective happiness. We may say that, if subjective happiness increases, hope level can rise.

The result of table 2 showed that $N= 98, 89, \text{Mean}= 52.69, 53.44, \text{SD}= 7.74, 7.13, \text{df}=185, t=-1.17, p= .24$ and $N= 98, 89, \text{Mean}= 28.27, 29.89, \text{SD}= 7.14, 6.95, \text{df}=185, t= -.68, p= .49$ respectively hope and happiness of male and female students. This result indicates that there are no significant difference in hope and happiness between male and female adolescent of

The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

Rajshahi district. This result consisted with the findings of Parez (2012), Sohelia et al. (2013), Kaplan et al. (2008), Ruini et al. (2003) & Medley (1980). Now a day's social roles of male and females have been changed, so that females almost social responsibilities similar to males.

The result of table 3 showed that $N=118, 69$, Mean= 52.49, 54.00, SD= 7.46, 7.38, $df=185$, $t= -1.34$, $p= .18$ and $N= 118, 69$, Mean= 28.69, 30.22, SD= 7.15, 6.84, $df=185$, $t= -1.43$, $p= .15$ respectively hope and happiness of XI & XII Grade students. This result indicates that there are no significant difference in hope and happiness between XI and XII Grade adolescent students of Rajshahi district. This result is consist with the findings of bewick et al. (2010), Sohalia et al. (2013) & Selim (2008).

The result of table 4 showed that $N= 86, 101$, Mean= 53.05, 53.05, SD= 7.08, 7.77, $df=185$, $t= -.003$, $p= .99$ and $N= 86, 101$, Mean= 28.50, 29.89, SD= 7.58, 6.55, $df=185$, $t= -1.35$, $p= .18$ respectively hope and happiness of urban and rural students. This result indicates that there are no significant difference in hope and happiness between urban and rural students of Rajshahi district. It can be said as a reason there are no difference between urban and rural college students. They get almost the same benefits.

The result of table 5 showed that $N= 137, 50$, Mean= 52.53, 54.46, SD= 7.63, 6.75, $df=185$, $t= -1.57$, $p= .11$ and $N= 137, 50$, Mean= 29.07, 29.90, SD= 6.67, 8.07, $df=185$, $t= -.75$, $p= .44$ respectively hope and happiness of single and joint family students. This result indicates that there are no significant difference in hope and happiness between single and joint family students. The society dominated by nuclear families, is being more and more child centric, parents are willing to satisfy all the needs of their children in order to see their children competent as well as happy but results are revised.

The result of table 6 showed that $N=68, 119$, Mean= 52.29, 53.48, SD= 9.13, 6.28, $df=185$, $t= -1.05$, $p= .29$ and $N= 68, 119$, Mean= 29.06, 29.36, SD= 7.88, 6.57, $df=185$, $t= -.28$, $p= .77$ respectively hope and happiness of involves or non involves students in extracurricular activity. This result indicates that there are no significant difference in hope and happiness between involves or non-involves students in extracurricular activity.

CONCLUSION

On the basis of the present study, it can be concluded that there was a positive correlation between the happiness and hope of the adolescent students studying at XI and XII Grade. The study found that there was no significant difference in hope in term of gender, academic year, residence, types of family and extracurricular activities of XI and XII Graders. Similar phenomenon was found in case of happiness. After all, the findings of the study can help the government, policy maker, college authorities to take some effective initiatives in order to eliminate the problem and try to enhance the level of Happiness and Hope among adolescent students for the better education of college education.

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The Mental State of the XI & XII Grade Students in Relation to Happiness and Hope

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Conflict of Interest

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