



Exploring the Role of Emotional Intelligence in Enhancing Teacher Effectiveness among Engineering College Teachers

Original Article

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Citation

Patil, S.R., Mohit, M.A. (2025). Exploring the role of emotional intelligence in enhancing teacher effectiveness among engineering college teachers. *Open Access Organization and Management Review*, 4(1), 63-74.

WEBSITE: www.mdPIP.com

PUBLISHER: MDPIP

ISSN: Print: 2959-6211

ISSN: Online: 2959-622X

Abstract

This study aims to investigate how teacher effectiveness (T.E.) in engineering institutions in Maharashtra's Kolhapur District (India) is impacted by emotional intelligence (E.I.). The study employed a sample of 342 teachers drawn from a population of approximately 1250 teachers (N = 342). Data was gathered using the teacher effectiveness scale and the emotional intelligence inventory. For data analysis, the t-test, correlation, mean, and standard deviation were employed. The study's conclusions showed that male and female instructors differ significantly in their emotional intelligence, with female teachers having a marginally greater emotional intelligence compared with male colleagues. Furthermore, the study found no significant variation in the teacher's emotional intelligence based on their location, community, level of education, or prior teaching experience. The study found no significant variation in the teachers effectiveness based on their location, community, level of education, or prior teaching experience. The findings indicate a connection between emotional intelligence (EI) and teacher effectiveness (TE). EI has some influence over TE, despite the negligible correlation. The study used descriptive survey with relatively a small sample size that restricts its findings generalizations, however, in future, researcher could use a larger sample size to overcome this deficiency, and to get better understanding of the phenomenon under study.

Keywords Teacher Education, Emotional Intelligence, Teacher Effectiveness, Engineering Colleges, Descriptive Surveys.



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Introduction

Teaching is a challenging profession that encompasses diverse responsibilities and areas of application. It depends on a well-defined set of abilities, qualities, and competencies held by professionals in this industry. Teachers are more responsible for students' overall academic, emotional, mental, and physical development. In addition to guaranteeing academic success, they must attend to the students' affective domain. These days, with technology taking center stage, teachers can no longer afford to stay on the traditional educational path. Their inventiveness, extensive use of technology, and emotional control also contribute to their efficacy and competences, which have a significant influence on the teaching and learning process. By upgrading their knowledge and providing them with appropriate competences and skills, the main feature of ongoing professional development for active instructors should encompass those areas. This would also show whether the system of education is improving. A teacher who is emotionally intelligent has emotional intelligence, exhibits behavior frequently, and has a more successful and fulfilling life and profession. This type of teacher is not under pressure from stress and is aware of when to be more proactive and robust in the face of various pressures. Teachers need to be emotionally intelligent and have good teaching skills if they want to help pupils achieve academic success. In today's world, intelligence is the most desired personal attribute.

I.Q. testing current rules evaluation, diagnosis, and selection processes. It is thought to be the most accurate indicator of a person's success in education and in work. But these days, success and intelligence are seen as distinct metrics. The conventional view of intelligence is rapidly being replaced by new theories that have altered the perspective. Teacher effectiveness (TE), on the other hand, refers to the ability of teachers to bring about desired learning outcomes through their instructional practices, classroom management, communication skills, and professional behavior. Recent research has begun to emphasize the importance of emotional intelligence in shaping and enhancing teacher effectiveness, especially in high-pressure academic settings like engineering colleges.

This study seeks to explore the relationship between emotional intelligence and teacher effectiveness among engineering college teachers. By investigating how different dimensions of EI contribute to effective teaching practices, the research aims to provide insights that could inform faculty development programs, improve teaching quality, and ultimately enhance student outcomes.

Significance of Study

Having all the competencies in the ideal combination through professional development events or courses is difficult for teachers because of the key duties and responsibilities that they must exhibit. A good instructor has a friendly and gregarious nature. He or she has a perfect visualization of the goals. He or she carefully completes all planned tasks. Every worthwhile task he or she completes, both inside and outside of the classroom, has an influence. Students from all throughout the classroom, including the backbenchers, can be drawn in by his or her ability to effectively present the material. To achieve the intended goals, a lot of work was done to indigenize the Teacher Education system. One attempt is seen, which includes sensitivity to the administrative, professional, and social environments in which teachers must function. Additionally, the [National Commission on Teachers \(1983–1985\)](#) emphasized the importance of providing teachers with the necessary status and measures to enable them to perform their jobs as best they can and to attract outstanding individuals to the position. Finally, the general boundaries should be specified to support the teacher in achieving their maximum potential. UNESCO launched a global initiative in 2002 to encourage and facilitate classroom emotional learning. Education ministries around the world received a statement from the U.N. organization outlining ten fundamental EQ principles, which were largely based on Goleman's explanation of emotional intelligence. Furthermore, data from studies on teacher effectiveness have indicated that a great deal of understanding on the influence that teacher skill has on students' success has resulted from teacher effectiveness. However, there is still much to learn about certain psychological aspects that may influence how well teachers are able to teach, especially in engineering colleges. This study holds significant relevance within the framework of technical higher education (engineering colleges), where the effectiveness of teaching is increasingly dependent not only on subject expertise but also on soft skills such as emotional intelligence (EI). The engineering education environment is often high-pressure, competitive, and intellectually demanding, making it critical for teachers to control their feelings, establish a rapport with pupils, and create a positive learning environment. This study addresses a relatively underexplored area emotional intelligence thereby enriching the literature on teacher effectiveness in

engineering colleges. As a result, the researcher decided to investigate the topic “Exploring the Role of Emotional Intelligence in Enhancing Teacher Effectiveness among engineering college teachers”.

Objectives of the Study

The objectives that have been developed for the study are as follows:

- To assess the teacher effectiveness (TE) and emotional intelligence (EI) of engineering college teachers in the Kolhapur district.
- To determine the importance of variations in the emotional intelligence of engineering college teachers according to their gender, place of residency, level of education, and previous experience as teachers.
- To determine the importance of variations in the teacher’s effectiveness according to their gender, place of residency, level of education, and previous experience as teachers.
- To determine whether the teacher effectiveness of engineering college teachers and their emotional intelligence are correlated.
- To determine that there exists an important connection between the emotional Intelligence characteristics of engineering college educators and their effectiveness as teachers.

Hypotheses

The following are the hypotheses:

1. There is no important difference in average Emotional Intelligence scores of teachers of Emotional Intelligence in engineering colleges according to their gender, place of residency, level of education, and previous experience as teachers.
2. There is no important difference in average scores of Teachers Effectiveness in engineering colleges according to their gender, place of residency, level of education, and previous experience as teachers.
3. There is no meaningful relationship exists between engineering college teachers' effectiveness as well as their emotional intelligence.
4. There is no meaningful correlation between the emotional intelligence characteristics of engineering college educators and their effectiveness as teachers.

Literature Review

The literature review states that [Neelakandan \(2007\)](#) examined the emotional competency of primary school teachers and discovered that the emotional competency of teachers differed based on their length of service, kind of school, and training. Three hundred elementary school teachers from Tamil Nadu's Cuddalore region were chosen at random to make up the sample. Five distinct emotional competencies were identified using the Sharma and Bhardwaj Emotional Competence Scale. These included the capacity to feel deeply enough, express and regulate emotions, function with emotions, deal with emotional problems, and support positive emotions. It was found that the emotional competency of elementary school instructors was mediocre. It was discovered that teachers with more education demonstrated greater emotional intelligence than those with simply the bare minimum of education. Therefore, the results demonstrated that, about emotional competence, there is no noticeable variation among the different sub-groups of instructors from various categories. Additionally, the study found no discernible difference in the emotional competency of teachers at private and public schools.

[Kumari, Fatima, Ullah, Habib, and Naeem \(2021\)](#). The study found that teachers' emotional intelligence and job happiness are positively correlated. Students' contentment may also be impacted by the fresh and creative thoughts that self-motivation inspires in them. They are not totally dedicated to this line of work. Teachers' job happiness is not much impacted by school culture. Teachers are not particularly worried about theft or damage to the college or institution, according to the survey. Their course and pay are the only things that worry them. The study by [Nurzaman & Amalia \(2022\)](#) shows how emotional and spiritual intelligence affect lecturer performance, using PLS-SEM analysis. They also examined whether lecturer certification moderates this relationship. The study offers insights for

improving lecturer performance in higher education. It suggests further research into lecturer certification's role in job effectiveness. Expanding the study to multiple universities is also recommended for broader findings. [Thayumanavar and August \(2023\)](#) examined the emotional intelligence levels of college faculty in Trichy. The study highlights the mental stress of the teacher's face and the need for daily stress management. It found that emotional intelligence is essential for teacher effectiveness in demanding environments. The study recommends integrating EI training into teacher and student development programs.

[Sheetal Zalte, Swati Bankar, and Jaya Ganesan \(2023\)](#) reported the effect of programs for developing emotional intelligence on teaching and learning outcomes is evaluated in this study. Research indicates that these activities improve student achievement, classroom atmosphere, and teacher-student interactions. EI training leads to improved instructional practices and academic achievement. The study suggests further exploration of specific techniques like empathy-building and conflict resolution. While, according to [Wangoo's \(1984\)](#) research on the relationship between teacher effectiveness and scholastic competence and personality correlates, the primary determinants of teacher effectiveness are emotional control, high IQ, democratic leadership, and personality adjustment.

In a study titled emotional intelligence as a vital indicator of teacher effectiveness, [Sekreter \(2019\)](#) examined the connection between EI and important work-related outcomes, such as organizational productivity and teacher effectiveness. Two essential components of students' academic achievement were determined to be successful teaching and good learning. Because the learning process involves both intellectual and emotional effort, as well as struggle, irritation, excitement, and fear, it was also found that the most effective teachers were distinguished from the rest by their emotional intelligence (EI). Therefore, to create the perfect learning atmosphere an affective teacher is required to understand the emotional states of their pupils as well as the reasons behind their conduct.

According to the study, which examined the importance of emotional intelligence in an efficient teaching-learning process, instructors' emotional competency aspects have a greater impact on their efficiency than any other single factor. Therefore, the investigation demonstrates that

1. Teachers' emotional intelligence is influenced by their age and level of education, but it is unaffected by their service or type of college.
2. Teachers' emotional intelligence is negatively impacted by their extrovert, introvert, and personality traits, but their capacity for problem-solving is positively impacted by their thinking and judgment personality traits.
3. The transformative leadership style is influenced by emotional intelligence.
4. While emotional intelligence and student teachers' attitudes about the teaching profession are linked, there is no association between emotional intelligence and either general intelligence or academic performance.

Methods and Materials

Methods and Materials

The descriptive survey was the methodology used in this investigation. There are approximately 1250 teachers in engineering institutions in the Kolhapur District of Maharashtra (India), comprised the current study's population. Sample Size was 350 collected of which 8 are having incomplete information. 342 teachers from engineering colleges in Maharashtra's Kolhapur District (India) made up the study's sample.

A stratified random sample technique was used to choose 139 male and 203 female teachers. Table 1 showed that 342 teachers from engineering colleges in Maharashtra's Kolhapur District were chosen by the researcher to serve as the study's sample. There are 139 females and 203 males among them.

Table 1

Lists the number of teachers chosen from the engineering institutes in Maharashtra's Kolhapur District. (India)

Management Types	Locality	Male	Female	Total
Government/Aided	Urban	1	3	4
	Rural	3	4	7
Non-Aided	Urban	56	84	140
	Rural	68	86	154
Private	Urban	3	8	11
	Rural	8	18	26
Total		139	203	342

Tools

The standard tools listed below were used to gather data.

1. Dr. (Mrs.) Shubhra Mangal designed the Teachers' Emotional Intelligence Inventory (tEQi) in 2008 to evaluate emotional intelligence among teachers.
2. The TES-KU, a Teacher Effectiveness Scale created by Umme Kulsum in 2011,

Results and Findings

The current study's data was gathered using the chosen tools, tabulated, and categorized before being examined using statistics that are both descriptive and inferential, including the coefficient of correlation, t-test, mean, and standard deviation

EI Level and Teacher Effectiveness

Interpretation

1. Table II shows, In terms of Emotional Intelligence (EI), 72.80% of engineering college teachers scored below average level, and 83.34% demonstrated strong Teacher Effectiveness (TE).
2. The analysis of the replies based on mean scores revealed that the teacher effectiveness level (469.31) is high and the emotional intelligence level (780.69) is average.

It may be inferred from Tables III and IV, the mean of emotional intelligence and teacher effectiveness scores that:

1. The majority of teachers fit within the average emotional intelligence range.
2. A large percentage of teachers possess a high degree of teacher effectiveness.

Table 2

Displaying the EI and TE levels along with the frequency and percentage of engineering teachers.

Level	Teachers Effectiveness	Emotional Intelligence
	N (%)	N (%)
High	285 (83.34)	57 (16.67)
Average	47 (13.74)	249 (72.80)
Poor	10 (2.92)	36 (10.52)

Table 3

Displaying the mean score and SD of TE and EI of engineering college's teachers.

Variables	Number	Maximum	Minimum	SD	Mean
EI	342	959	366	88.23	780.69
TE	342	589	75	71.13	469.31

Table 4

Mean scores of EI and TE among teachers in engineering colleges.

Levels	Emotional Intelligence	Teachers Effectiveness
High	878.11	549.25
Average	780.69	469.31
Low	680.38	399.06

Hypotheses Testing

Hypothesis1: There is no important difference in average EI scores of teachers in engineering colleges according to their gender, place of residency, level of education, and previous experience as teachers. The null hypothesis is rejected since Table 5 demonstrated a substantial difference between male and female teachers emotional intelligence at engineering colleges in Kolhapur District at the .05 level with ($t=2.41$). Additionally, it was noted that in engineering institutions, Female teachers recorded marginally greater mean scores than male teachers. This suggests that female teachers possessed slightly higher emotional intelligence than male teachers.

Hypothesis2: There is no important difference in average scores of Teachers Effectiveness in engineering colleges according to their gender, place of residency, level of education, and previous experience as teachers. Table 6 showed that there is not an important difference between the mean score of Teacher Effectiveness scores of engineering college teachers based on their gender, neighborhood, location, level of education, and teaching experience. As a result, the null hypothesis is confirmed. Therefore, teacher effectiveness is unaffected by gender, community, location, educational background, or prior teaching experience.

Hypothesis3: There is meaningful relationship between engineering college teachers' effectiveness as well as their emotional intelligence. According to Table 7, Emotional intelligence and teacher effectiveness among engineering college instructors in Kolhapur District had a positive association (" r " = .191) at the .01 level. However, the relationship is very small. As a result, the null hypothesis is disproved. Therefore, it can be said that teacher's effectiveness in engineering colleges and their emotional intelligence is positively correlated.

Hypothesis 4: There is no meaningful correlation between the emotional intelligence characteristics of engineering college teachers and their effectiveness. Table 8 demonstrated a favorable relationship between the emotional intelligence components of engineering college teachers in the Kolhapur District and their effectiveness as teachers (" r " = .179, .136, .078, .148). Despite this, the association is quite small. Thus, the null hypothesis is disproved. Therefore, it may be said that the aspects of teachers' emotional intelligence at engineering colleges are positively correlated with their effectiveness as teachers. Therefore, it suggests that teachers emotional intelligence has a somewhat impact on their effectiveness as teachers.

Table 5

Illustrating the differences in mean scores between EI and its sub-variables.

Variables	Sub-variables	Number	Mean	SD	DF	t-value
Gender	Male	139	781.34	93.23	341	2.41*
	Female	203	798.23	84.89		
Locality	Urban	155	789.23	95.56	341	12.15
	Rural	187	779.45	86.78		
Qualification	Postgraduates	276	781.58	84.99	341	.51
	PhD	66	791.03	97.44		
Teaching Experience	Junior (<10 Years)	212	793.08	86.32	341	.529
	Senior (>10 Years)	130	788.52	96.34		

Significant level at .05, t-value = 1.97

Table 6

Illustrating the differences in mean scores between TE and its sub-variables.

Variables	Sub variables	Number	Mean	SD	DF	t-value
Gender	Male	139	469.89	72.23	341	.739
	Female	203	478.12	74.58		
Locality	Urban	155	491.47	63.14	341	1.47
	Rural	187	475.22	75.65		
Qualification	Postgraduates	276	476.32	79.33	341	.418
	PhD	66	477.97	63.46		
Teaching Experience	Junior (<10 Years)	212	481.51	75.75	341	.092
	Senior (>10 Years)	130	482.11	67.98		

Significant level at .05, t-value = 1.97

Table 7

The connection between the TE and EI of engineering college teachers (N = 342).

Connection Between	Teacher Effectiveness	Emotional Intelligence
Emotional Intelligence	.191**	1
Teacher Effectiveness	1	.191**

Table 8

Association between Teacher Effectiveness and Components of teachers' Emotional Intelligence (N = 342).

	Teacher Effectiveness	Orientation for Professionals	Self-Awareness	Interpersonal Mgt	Intrapersonal Mgt
Teacher Effectiveness	1	.136*	.179**	.148**	.078
Orientation for Professionals	.136*	1	.621**	.678**	.540**
Self-Awareness	.179**	.621**	1	.549**	.429*
Interpersonal Mgt	.148**	.678**	.549**	1	.551**
Intrapersonal Mgt	.078	.540**	.429**	.551**	1

*. Correlation is significant at the .05 level (2-tailed).

**. Correlation is significant at the .01 level (2-tailed).

Major Findings

1. According to the current study, the emotional intelligence (TE) of engineering teachers in colleges is average, and their TE is high.
2. Teacher effectiveness of engineering college teachers is influenced by different components of emotional intelligence.
3. Male and female teachers EI of engineering colleges differs significantly. The EI of female teachers is marginally higher than that of their male counterparts.
4. When it comes to the location, educational background, and teaching experience of teachers in engineering colleges, there are no appreciable differences in emotional intelligence.
5. When it comes to the location, educational background, and experience of teachers in engineering colleges, there are no appreciable differences in teaching effectiveness.
6. Teachers' effectiveness in engineering colleges is positively correlated with their emotional intelligence.
7. In engineering colleges, there is a meaningful connection between teachers' emotional intelligence traits and their teaching effectiveness.

Conclusion

In a paper published by [Sekreter \(2019\)](#), it was found that the most crucial element is emotional intelligence (EI). Since learning involves both intellectual and emotional effort, as well as struggle, frustration, joy, and worry, Emotional Intelligence (EI) has distinguished the most successful teachers from the others. Therefore, to create an ideal learning atmosphere that could encourage engaging social interactions, active participation, and a strong desire to learn, an effective teacher required to understand the emotional states of their students as well as the reasons behind their behavior. They must be able to create types of assistance in resolving daily issues pertaining to social, personal, and educational environments. Therefore, based on research highlighting the importance of emotional intelligence in effective teaching and learning, it can be inferred that the components of emotional intelligence play a greater role in teacher effectiveness than other factors. A teacher with high emotional intelligence may be more successful in their teaching. They can organize the lessons according to the intended objectives and effectively manage the classroom while considering the unique characteristics of each student.

Implications

Educational Implications

The results showed that most engineering college teachers had average emotional intelligence. The results are likewise consistent with those of [Suvama \(2015\)](#), who found that teachers' emotional intelligence was average. Most engineering college's teachers require EI training. Since they might be deficient in these areas, they should improve their professional orientation, intrapersonal management. Additionally, it was concluded that female teachers have a marginally higher EI than their male teachers. [Amirtha & Kadiravan's \(2006\)](#) study, which discovered that female teachers possessed superior control of their emotions and problem-solving abilities, further supports this conclusion. [Sjoberg \(2008\)](#) noted that women scored higher on the Emotional Intelligence Scale than men. The results, however, are only the opposite of those of [Adhikari \(2011\)](#), who discovered that EI was higher in male teachers than in female teachers. According to [Syiem \(2009\)](#), men were shown to have higher EI than women. Gender and emotional intelligence did not significantly interact, according to another research by [Mandell & Pherwani \(2003\)](#). Educational institutions and regulatory bodies like AICTE and UGC can consider embedding soft skills and emotional competence modules into engineering and teacher training curricula to prepare emotionally aware faculty. Emotionally intelligent teachers are more likely to identify and support students' emotional and academic needs, which is particularly important in the high-pressure environment of engineering education. The development of EI among faculty contributes to a more collaborative, respectful, and emotionally safe academic environment, which benefits students, staff, and administrators alike. Teachers with high EI are better equipped to address diverse student needs, thereby supporting inclusive education practices and reducing academic disparities. Anyone can learn how to be emotionally intelligent at any moment. A few prerequisites for expressing emotions are anticipatory, apprehensive, fatalistic, and affirming emotions. A teacher's capacity to function effectively is influenced by their emotional surroundings.

Teachers may find it difficult to handle an abundance of quick changes and an increase in responsibilities that will put pressure on them in every way. Teachers must therefore learn active coping mechanisms.

Practical Implications

The study concludes by highlighting how crucial it is to include emotional intelligence (EI) training in teacher education programs to provide future teachers with the emotional intelligence they need to succeed in their professional career. These doable actions might result in a more effective and sensitive teaching team, which would raise the standard of education college students get. Establishing ongoing professional development programs that give teachers the chance to improve their emotional intelligence (EI) abilities throughout the course of their careers is essential for colleges. Peer mentoring programs and reflective practice groups can also be used to help teachers work together on emotional difficulties and exchange experiences. Emotionally intelligent teachers are better at managing classroom dynamics, handling student stress, and responding constructively to feedback, leading to a more positive learning atmosphere and better student outcomes. Emotional intelligence can help teachers manage job-related stress more effectively. Institutions can implement counseling, mindfulness, and peer-support mechanisms to promote emotional health among faculty.

Findings can guide colleges in identifying potential academic leaders (like HoDs or deans) based on their emotional intelligence and not just seniority or qualifications, improving organizational climate and team coordination. Engineering education bodies (AICTE, UGC, universities) may consider integrating emotional intelligence modules into teacher training or postgraduate diploma programs in education.

Suggestions

1. According to the findings, teachers should receive further training and understanding on emotional intelligence to help them understand its many different aspects. Only when teachers possess high levels of both TE and EI can greater educational outcomes be attained. Innovative teacher education programs should be promoted to inspire teachers to be current and creative, which will make them more successful and emotionally intelligent. To produce beneficial educational outcomes, training programs need also to be grounded in research. Training programs should have the effect of making teachers more effective. Training program reports need to serve as the foundation for future educational advancements.
2. It is crucial to remember that there are very specific justifications for encouraging emotional and social learning at all levels of education. As said by Goleman, the use of emotional intelligence in colleges can help with a variety of issues, including drug misuse, assault, harassment, and disciplinary issues. Students' EQ begins to develop long before they enrolled in college. The home environment of the learner has a significant impact on EQ levels. Learners may be regulated and enhanced with a strong foundation in academic performance, emotional intelligence, and sound behavior. Therefore, the ability of teachers to identify students who require emotional literacy will improve their instruction. In the classroom, educators should be prepared to discuss emotions. The takeaway is that while no emotion is "wrong," there are some incorrect ways to act or express them.

Future Research Directions and Limitations

To investigate how emotional intelligence evolves over time and how it affects teacher effectiveness over the long term, future research should consider longitudinal approaches. The results would be more broadly applicable if the study was expanded to include educators from multiple areas and disciplines (such as management, science, and the arts). Research can examine how workshops or training programs in emotional intelligence affect teachers' performance. A more impartial assessment of a teacher's efficacy may be obtained by including peer observations or student evaluations. Future studies could examine the ways in which the association between emotional intelligence and effectiveness is moderated or mediated by variables such as stress, job satisfaction, institutional support, or gender. To learn more about how emotional intelligence translates into successful teaching strategies, qualitative techniques

(such as case studies and interviews) could be utilized. Although these factors may also affect a teacher's efficacy, the impact of student traits, leadership style, and college culture was not considered. The study is limited to engineering colleges in a specific region which restricts the generalizability of the findings to other regions or types of institutions or colleges. Both TE and EI were assessed using self-report tools, which may involve social desirability bias or inaccurate self-perception.

Declarations

Ethical Approval and Consent to Participate: This study strictly adhered to the Declaration of Helsinki and relevant national and institutional ethical guidelines. Informed consent was not required, as secondary data available on websites was obtained for analysis. All procedures performed in this study were by the ethical standards of the Helsinki Declaration. The ethical approval number (H-2024-119) was received from IRB of University of Hail, Hail City, Saudi Arabia.

Consent for Publication: Not Applicable.

Availability of Data and Material: Data for this research will be made available upon a request from the corresponding author.

Competing Interest: The authors declare that they have no competing/ clash of interest.

Funding: Not Applicable.

Authors' Contribution: Both authors have equally contributed.

Acknowledgement: The researchers are grateful to the respondents for their cooperation.

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