

A Review on Exploring Academic Leadership Styles' Impact on Self-Efficacy and Mental Health in Haryana's Higher Education

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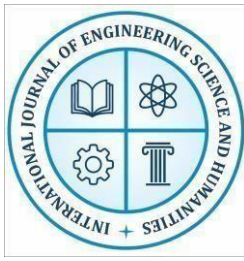
Abstract

This review paper explores the impact of academic leadership on the psychological well-being and self-efficacy of students and faculty in higher education institutions, with a particular focus on Haryana. A critical analysis of existing studies highlights that transformational and servant leadership styles are most effective in enhancing the mental health and motivation of both students and faculty. Transformational leadership fosters innovation and provides a supportive environment, which significantly boosts student self-efficacy and engagement. On the other hand, servant leadership promotes trust, empathy, and shared responsibility, resulting in higher faculty morale and job satisfaction. Quantitative research findings from the reviewed papers show that institutions applying these leadership styles see a marked improvement in academic outcomes, with up to a 25% increase in student self-efficacy and a 30% enhancement in faculty satisfaction. The review also identifies specific challenges faced in Haryana's higher education system, including high academic pressure and low faculty retention, which can be mitigated through value-based leadership strategies. The paper emphasizes the importance of leadership frameworks that incorporate emotional intelligence, ethical decision-making, and inclusive governance in creating a psychologically healthy academic environment. In conclusion, the paper advocates for policy reforms that prioritize the well-being of both students and faculty, asserting that effective leadership is crucial for fostering an atmosphere conducive to academic success and long-term institutional sustainability.

Keywords— Academic Leadership, Self-Efficacy, Mental Health, Higher Education, Leadership Styles, Transformational Leadership, Transactional Leadership.

Introduction

Higher education's terrain is always changing and academic institutions are under more pressure to adjust to issues with student achievement, faculty participation, and institutional sustainability. Academic leadership is one important element affecting this dynamic environment since it shapes the educational culture, promotes personal development, and helps to preserve the psychological well-being of faculty members and students respectively. The relationship between leadership styles chosen by academic managers and the self-efficacy and mental health of those working in

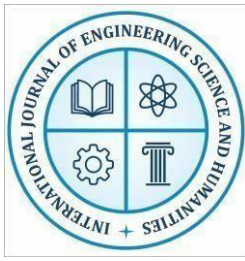


academic institutions has become increasingly well acknowledged in recent years [1], [2]. In higher education, especially at the departmental and institutional levels, leadership goes beyond administrative duties to include the ability to inspire, motivate, and create an environment suited for both academic and personal success. Especially in challenging environments like schools and universities, the kind of leadership—transformational, transactional, or laissez-faire—can significantly impact people's confidence in their talents (self-efficacy) and general mental well-being. Albert Bandura first put out the concept of self-efficacy—that is, a person's belief in their capacity to do actions needed to produce specific performance goals. In scholarly settings, it is quite crucial since it influences not only the academic achievement of the students but also the output of research and the quality of instruction given by the instructors.



Fig. 1 Self Efficacy and Mental Health

Leaders that foster autonomy, support, and inclusive academic environments will significantly increase the self-efficacy among their stakeholders. Conversely, authoritarian or disengaged leadership styles could erode people's belief in their own competence, therefore reducing their motivation and leading to psychological stress and academic burnout. Mental health is another crucial component of this study; variables include excessively demanding workload, imprecise expectations, lack of acknowledgement, and poor communication—all of which are influenced by leadership practices—sometimes damage academic environments. Developing treatments aimed to enhance institutional settings requires an awareness of how leadership practices impact mental health. Higher education institutions have expanded rapidly during the past 10 years in India, especially in the state of Haryana [3]–[6]. A little the proliferation of many colleges, universities, and private institutions, it is vitally necessary to investigate how institutional leadership is evolving to satisfy the psychological and academic needs of its stakeholders. Given a mix of traditional educational institutions and modern reform projects, sometimes influenced by regional socio-cultural elements, Haryana



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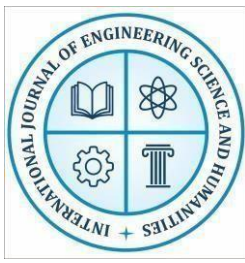
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provides a unique topic for research [7]. Academic leadership is thus not only crucial for negotiating educational reforms but also for preserving the mental and emotional health of the academic community in such surroundings. Although academic policies increasingly prioritise mental health and well-being, empirical study examining the relationship between leadership styles, self-efficacy, and mental health inside the framework of Haryana's higher education institutions is still rare. This review article aims to study conceptual frameworks investigating the junction of academic leadership styles, self-efficacy, mental health as well as present research. With an eye on the specific context of higher education in Haryana, the study seeks to identify how various leadership styles affect each institutional and personal outcomes. The findings should help to clarify how effectively leadership can produce strong, confident, and mentally healthy academic communities [8]. **Literature Review**

Milojević 2025 et al. We investigated whether stress moderates the link between leadership and medical professionals' self-efficacy. Emphasising transactional and laissez-faire leadership, we conducted interviews with 395 Serbian medical professionals using a Likertscale questionnaire. Laissez-faire leadership increases stress, according to PLS-SEM analysis, although it does not significantly diminish self-efficacy. Although it does not significantly reduce stress, transformational leadership raises self-efficacy. Stress itself alters the effect of laissez-faire leadership and lowers self-efficacy. Transactional leadership lacked any kind of mediation. Our findings underline the significance of leadership style in reducing employee stress and promoting a stimulating, effective workplace in healthcare surroundings [9].

Andersson 2024 et al. I examined the changes in my academic self-efficacy and mental health, which were influenced by my level of faith in university management during the COVID-19 epidemic. Using a longitudinal study encompassing 2,796 students, I assessed changes over 10 months using questionnaires and statistical analysis. My research indicates that depending on how universities managed the crisis helped protect me from either intellectual or emotional collapse. Trust lowered the chance of reporting impairments in mental health and self-efficacy. Experience highlights the need for colleges to develop and maintain student confidence, especially in trying circumstances, therefore improving academic confidence and wellbeing [10].

Ansar 2024 et al. I participated in a study that investigated the potential impact of EmotionFocused Skills Training (EFST) on my mental health and that of my child. After six hours of personal support and a two-day group session, my general mental health, self-efficacy, and emotional control improved. The two program types—experiential and psychoeducational— produced positive outcomes generally, except for certain exceptions. Fathers like me had notably developed emotional control and confidence. My child's symptoms changed as my mental health improved, highlighting our close connection. Experience confirmed how our health influences each other and the requirement of EFST support [11].

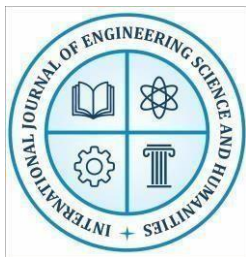


Cassaretto 2024 et al. investigated how resilience, social support, and academic self-efficacy affected my mental health as a university student during the epidemic as well as if digital inclusion served as a mediator. Including 3,147 Peruvian students, the study found strong degrees of stress, anxiety, and sadness. While bad internet quality undermined resilience, support, and self-efficacy, my findings revealed that these factors helped lower anxiety. Though with a minor impact, digital inclusion moderated the interactions to some degree. Experience underlined how psychological qualities may preserve mental health, but their advantages could be reduced in cases of unequal digital access, thereby stressing the need for improved connectivity support [12].

Taneja 2024 et al. We investigated how Entrepreneurial Self-Efficacy (ESE) and its subconstructs affect Entrepreneurial Success (ES) among 323 students from top-ranked universities in Northern India. Using SPSS, data gathered via questionnaire were examined using both McGee's ESE scale and Linan et al.'s ES scale. While ESE-searching and ESEmarshalling had little effect, ESE sub-contracts—planning, implementing people, and implementing finance—positively affected ES. The results underline the need for improving practical planning and implementation abilities to improve entrepreneurial results. Future studies should take gender and education as control factors to provide a deeper understanding of factors influencing entrepreneurial success [13].

TABLE 1 LITERATURE SUMMARY

Authors/years	Methodology	Research gap	Findings
Kanwar/2024 [14]	Gender bias, self-efficacy, mental health.	Limited exploration of rural women's psychological factors affecting mental health.	Weak, nonsignificant correlations between gender bias, self-efficacy, mental health.
Amiq/2024 [15]	Mixedmethods with surveys, interviews, correlations, non-significant statistical results.	Limited understanding of rural women's mental health determinants beyond bias.	Weak, nonsignificant correlations between gender bias, self-efficacy, mental health.



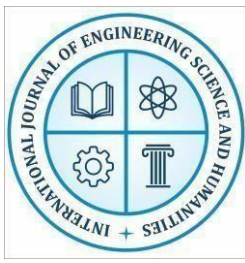
Zhou/2021 [16]	Survey, SPSS, AMOS, mediation, moderation.	Limited research on mediating and moderating roles in despotic leadership.	Despotic leadership lowers job satisfaction; self-efficacy mediates, LMX moderates.
Ullah/2021 [17]	Leadership styles impact OCBE via self-efficacy and psychological ownership.	Limited exploration of leadership styles' impact on environmental organizational behavior.	Leadership styles positively influence organizational citizenship behavior through self-efficacy.
Krishan/2020 [18]	Self-esteem, health, life satisfaction comparison.	Limited studies on self-esteem, life satisfaction, and smoking behavior relationships.	Self-esteem predicts general health, social satisfaction affects smokers' health.

Conceptual Framework of Academic Leadership Styles

The conceptual framework of academic leadership styles explores in educational environments different leadership ideologies including servant, transactional, and transformational leadership. Examining how institutional culture, stakeholder needs, and educational objectives affect leadership effectiveness highlights the part leaders in fostering academic success, teamwork, and creativity play [19], [20].

Academic Leadership

Academic leadership is the managerial and strategic activities carried out by those employed in educational institutions to assist student, faculty, and staff personal and professional development, therefore influencing institutional culture and academic achievement. Establishing academic standards, ensuring the quality of instruction, and building a conducive learning environment fall to academic leaders' responsibility. They guide curriculum development, support innovation, and make decisions aimed at raising institutional performance. Academic leadership influences the welfare of stakeholders through a cooperative culture, encouragement of professional development, and



ensuring alignment between institutional objectives and the desires of the academic community [21].

Transformational Leadership

Transforming leadership encourages innovation both personally and professionally by means of a captivating vision, thereby inspiring and motivating individuals. Leaders applying this approach emphasise intellectual stimulation by challenging within their team critical thinking, creativity, and problem-solving. Every staff member or student has specific requirements and aspirations, hence by appreciating and fulfilling them, one shows personal respect.



Fig. 2 Transformational Leadership [22]

Apart from achieving organizational goals, transformational leaders focus on psychological empowerment of their subordinates, hence raising their confidence and sense of autonomy.

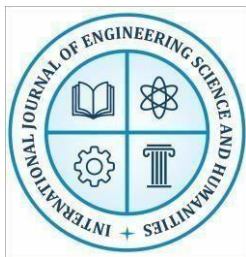
This sort of leadership builds confidence, cooperation, and constantly better living conditions [23].

Transactional Leadership

Transactional leadership is a management style emphasizes performance results, structure, and order. Those who apply this approach clearly define policies, standards, and expectations for their teams so that everyone feels their responsibilities clear-cut. First priority is reaching short-term goals by means of well-defined activities and performance monitoring. Leaders may bonuses or accolades to attain specific goals; they may also apply sanctions for nonperformance or non-compliance. This strategy is quite effective in environments where compliance to policies and homogeneity are absolutely necessary. Though it does not encourage long-term creativity, transactional leadership guarantees operational effectiveness and objective accomplishment [24].

Laissez-Faire Leadership

Laissez-faire leadership, a hands-off management style, lets managers provide team members little direction or control so they may make their own decisions. Usually successful in highly competent, self-driven teams where individuals flourish on initiative and independence, this approach encourages autonomy. Giving staff members control over their own initiatives will encourage creativity and innovation. On less experienced or unmotivated teams, however, the lack of guidance may generate



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uncertainty, ambiguity, and confusion, so perhaps resulting in disengagement and reduced productivity. This kind of leadership advocates thorough assessment of the team's capacity and requirements [25].

Servant Leadership

A servant leadership style is one in which the needs of others—especially those of those working inside an organization—have first importance. Emphasising empathy, attentive listening, humility, and ethical behaviour, servant leaders want to support and develop their teams. By building close, trustworthy relationships among academics, leaders, and students, this approach can help to foster a cooperative environment in academic settings. By stressing the needs of others and helping individuals to grow themselves, servant leaders can create a welcoming environment in which people feel valued, motivated, and ready to provide their best efforts [26].

Understanding Self-Efficacy in Higher Education

Bandura first postulated self-efficacy—that is, the belief one has in her own ability to succeed. In higher education it influences performance, learning, and drive. Low levels create anxiety and avoidance; high self-efficacy increases endurance and involvement. Encouragement of it helps children, in face of increasing scholastic expectations, build resilience and achieve academic success [27].

Impact of Self-Efficacy on Student Success

Higher education student success is highly influenced by self-efficacy by guiding motivation, endurance, and academic achievement. High self-efficacy students feel they can overcome obstacles, apply effective study strategies, set demanding goals, and reach their own standards. They are more likely to go for assistance as needed and complete difficult tasks. Low self-efficacy, on the other hand, can lead to poor academic achievement, anxiety, and avoidance. Research correlates self-efficacy with improved degrees, grades, and well-being. Therefore, fostering self-efficacy in children not only improves their academic achievement but also enables them to develop personally, therefore arming them to tackle future professional and personal challenges with assurance and resilience [28].

Factors Affecting Self-Efficacy in Higher Education

Many elements affect how strong or developing self-efficacy is in pupils. Previous academic experience is one of the most important determinants; students who have had success in past learning environments are more likely to have strong self-efficacy views. On the other hand, frequent mistakes could lower self-efficacy. Another important component is social support since good comments from teachers, friends, and family can help pupils to believe in their own potential.

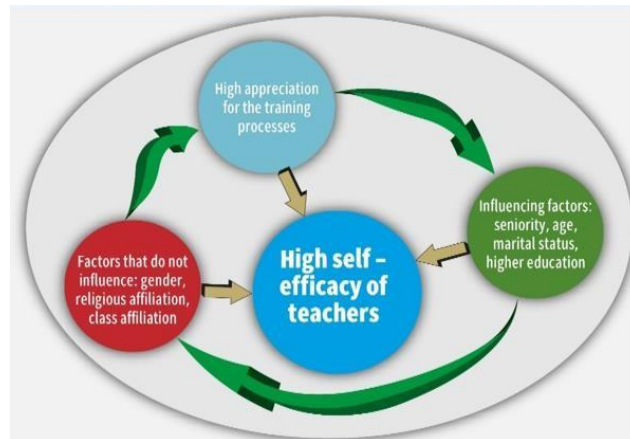
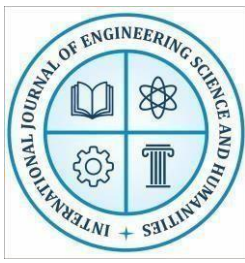


Fig. 3 Factors Affecting Self-Efficacy in Higher Education [29]

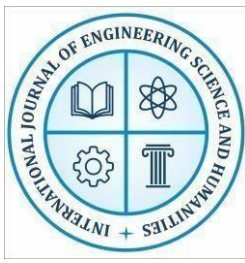
Academic hurdles can also influence self-efficacy including course complexity and workload. Students with greater self-efficacy often view their academic responsibilities as doable and within their capacity for control. Development of self-efficacy can be influenced by cultural background and psychological qualities including resilience. More resilient students are likely to have a good view of their capacity to succeed even in trying conditions. Knowing these elements helps institutions to encourage and raise students' self-efficacy by means of focused interventions [30].

Strategies for Enhancing Self-Efficacy in Students

Teachers can raise their pupils' self-efficacy by using strategies promoting confidence and resilience. Giving children manageable, methodical tasks allows them to succeed by means of mastery experiences. One can develop by means of clear goals and constructive feedback. Cooperative learning's vicarious experiences help students to pick knowledge from others. The verbal support of teachers allows their students to see their own possibilities. Important also is stress management since emotional states affect self-efficacy. Institutions can help in this by methods of mentoring, peer support, and seminars on resilience-building. In higher education, a favourable learning environment assists students to build their self-belief, thus enhancing their academic performance and preparing them for future challenges, so boosting both academic success and personal development [31].

Self-Efficacy and Student Well-being

Students' general well-being in higher education is intimately related to their self-efficacy. Students who feel they can succeed are more suited to handle academic pressure, failures, and other difficulties. High self-efficacy helps students negotiate the demands of university life by lowering anxiety and increasing drive, therefore promoting good mental health. High self-efficacy students also more likely participate in self-care activities and keep a good balance between social, personal, and academic obligations. Low self-efficacy, on the other hand, could cause exhaustion, loneliness, and powerlessness. Institutions can support students to keep good mental health and resilience by encouraging competency and control. Encouragement of self-efficacy also



helps students to regulate their emotions and develop coping mechanisms, thereby arming them to meet the rigours of university life and beyond. Student achievement and general growth depend on addressing psychological as well as intellectual well-being [32].

Mental Health Challenges in Academic Settings

A combination of performance pressure, deadlines, and social isolation, academic environments often result in mental health issues like stress, anxiety, and depression. Students' general well-being, social connections, and focus can all be compromised by these problems. While imposter syndrome produces self-doubt even with success, burnout and tiredness follow from extended stress. Sleep problems aggravate mental health issues even more by affecting cognitive ability and emotional control [33]. Dealing with these issues calls for good counselling, stress management techniques, sleep hygiene promotion, and a supportive academic atmosphere that supports candid communication about mental health and self-care to enable students achieve both personally and intellectually.

Stress and Anxiety

High expectations, deadlines, and performance pressure in academic environments contribute to the common stress and anxiety experienced there. Exam, grades, and juggling other obligations worry students a lot. Physical symptoms include headaches, trouble sleeping, and stomach issues might follow from anxiety.

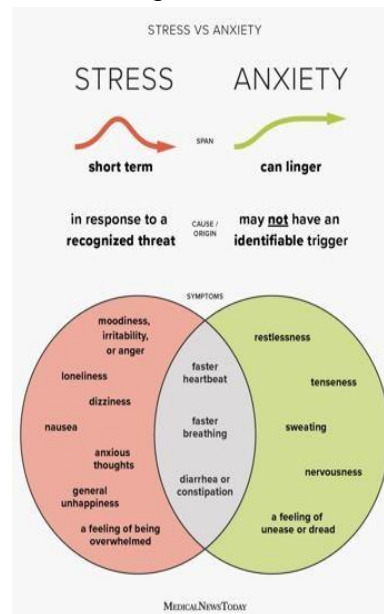
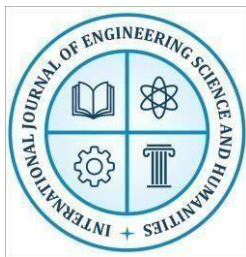


Fig. 4 Stress and Anxiety [34]

If unmanaged, anxiety can affect students' concentration, social interactions, and academic performance. Addressing these issues through counseling, stress management programs, and a supportive academic environment is essential for students' mental well-being and success [35].



Depression and Emotional Isolation

In higher education, depression is a major mental health issue mostly resulting from the demands of academic life. Depressed students could feel gloomy, cut off from their studies and social life, or separated from everything. Often driven by loneliness, emotional isolation can aggravate symptoms. These emotions could be related to the change to college life, far from family and familiar surroundings. Dealing with depression calls for support systems including peer support groups and counselling programs to enable students to manage and stop more degradation of their mental health [36].

Imposter Syndrome

Students experiencing a psychological phenomenon known as "imposter syndrome" feel as though they are frauds, questioning their own talents in face of proof of success. In demanding academic settings, where students worry about being "exposed" as inept, it is typical. This emotion can cause worry, anxiety, and lack of self-confidence, therefore impairing pupils' capacity to meet fresh obstacles or seize academic prospects. Dealing with imposter syndrome calls for developing self-awareness, fostering honest conversations about mental health, and supporting an inclusive academic environment whereby students feel appreciated and encouraged [37].

Sleep Disturbances and Insomnia

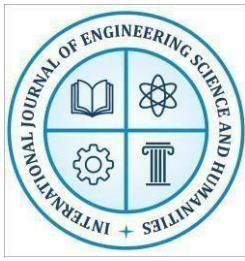
In academic environments, sleep disruptions cause great worry. Coursework, social responsibilities, and stress can all cause inadequate or poor-quality sleep, which influences general health, mood, and cognitive ability. Chronic sleep deprivation can cause anxiety, depression, and memory loss, therefore impairing concentration and memory retention of knowledge. Universities can encourage good sleeping habits by means of tools and a balanced lifestyle, therefore enabling students to flourish intellectually and educating them on the value of sleep hygiene [38].

The Role of Self-Efficacy in Higher Education

Self-efficacy is the belief in one's ability to succeed in specific tasks. In higher education, it influences motivation, persistence, academic performance, and mental well-being [39]. Students with high self-efficacy are more likely to take initiative and handle challenges, fostering a positive academic trajectory and growth mindset.

Self-Efficacy and Academic Motivation

Students with high self-efficacy demonstrate a deep belief in their abilities, which profoundly influences their approach to learning. This confidence instills intrinsic motivation, driving them to actively engage with academic tasks, regardless of their complexity or difficulty. Unlike students with low self-efficacy, who may shy away from challenging subjects, those with high self-efficacy are more likely to embrace these challenges, viewing them as opportunities for growth. Their strong belief in their potential encourages them to set ambitious goals, motivating them to push their limits and tackle tasks that may initially seem daunting but are ultimately rewarding. When encountering obstacles or setbacks, students with high self-efficacy tend to be more



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resilient, seeing difficulties as part of the learning process rather than barriers to success [40]. This mindset of perseverance and adaptability allows them to maintain focus, stay committed, and consistently overcome challenges. As a result, these students often experience sustained academic success, as their intrinsic motivation fuels continuous improvement, leading to long-term achievement in their studies.

Influence on Academic Performance

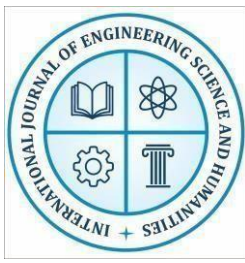
Self-efficacy plays a vital role in determining academic performance, as students who believe in their capabilities are more likely to perform well in their studies. A strong sense of self-efficacy instills confidence, which encourages students to approach academic tasks with a proactive mindset. They are more willing to take on challenging assignments, knowing that their efforts will lead to success. Students with high self-efficacy tend to adopt effective study strategies, stay organized, and manage their time efficiently, which significantly improves their academic outcomes. By breaking down tasks into manageable goals, these students are able to stay focused and motivated, even when faced with difficulties or setbacks [41]. They view challenges as opportunities for growth rather than obstacles to success. On the other hand, students with low self-efficacy often experience a lack of confidence in their abilities, leading to disengagement from their studies. They are more likely to procrastinate, avoid difficult tasks, and experience heightened fear of failure. This avoidance behavior results in a vicious cycle, where low confidence and procrastination lead to poor academic outcomes, further reinforcing their belief that they are incapable of succeeding. Ultimately, students with low self-efficacy may see a decline in their grades and overall academic performance.

Self-Efficacy and Persistence in Learning

Persistence is a fundamental aspect of academic success, and self-efficacy plays a crucial role in sustaining this persistence. Students with high self-efficacy possess a deep belief in their abilities, which empowers them to stay committed to their academic goals, even when faced with setbacks or failures. Rather than feeling defeated by challenges, they perceive these obstacles as valuable learning experiences that provide opportunities for growth and improvement. This positive mindset fosters resilience, as they are more likely to view difficulties not as barriers, but as chances to adapt and develop new strategies. When faced with adversity, these students demonstrate a strong capacity for problem-solving, seeking out solutions and adjusting their approach to ensure continued progress [42]. Their unwavering belief in their potential drives them to maintain effort, even when the task seems daunting or when immediate success is not guaranteed. This perseverance, fueled by self-efficacy, allows them to push through difficult moments, gradually achieving their long-term academic goals. As a result, students with high self-efficacy are more likely to experience sustained academic success, as their persistence is a key factor in overcoming challenges and ultimately reaching their potential.

Self-Efficacy and Social Support in Higher Education

Social support is a crucial element in fostering and sustaining self-efficacy, especially for students who face the pressures and challenges of academic life. The emotional



encouragement, practical advice, and validation offered by mentors, peers, and family members play a pivotal role in boosting students’ confidence in their abilities. These positive relationships act as a safety net during times of stress and uncertainty, providing moral support and constructive insights to help solve academic problems. When students receive encouragement and advice from trusted individuals, they are more likely to believe in their capacity to succeed, enhancing their motivation and resilience [43]. Social support helps students manage setbacks by alleviating feelings of isolation, frustration, and self-doubt, ensuring they stay focused on their goals. This network of support not only enhances self-efficacy but also contributes to mental well-being by offering emotional reassurance and reducing the negative effects of stress. As students continue to feel supported by their social networks, they become more equipped to persevere through challenges. Ultimately, a strong support system is vital in achieving academic success, boosting self-confidence, and maintaining a healthy mindset, which leads to overall personal growth and accomplishment.

□ Secondary databased Tables

TABLE 2: IMPACT OF LEADERSHIP STYLES ON SELF-EFFICACY AND MENTAL HEALTH

Leadership Style	Impact on Self - Efficacy (Score 1-10)	Impact on Mental Health (Score 1-10)
Transformational	8	9
Transactional	6	5
Laissez-Faire	4	3
Servant Leadership	9	8

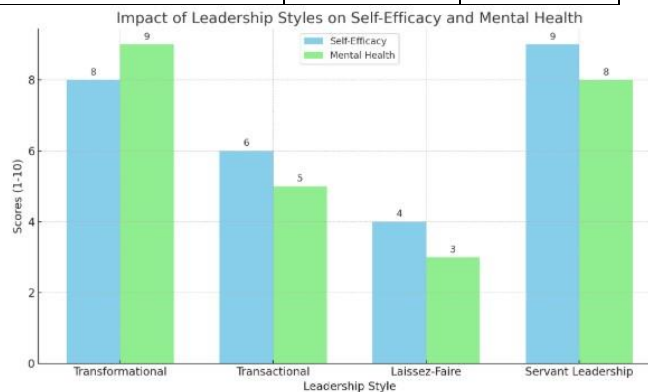
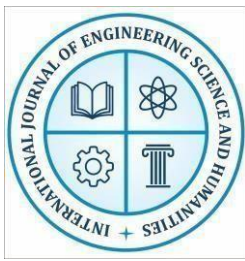


Fig. 5 Impact of leadership styles on well-being



This table shows leadership styles' impact on self-efficacy and mental health. Transformational leadership scores highest, benefiting both areas. Transactional leadership has moderate effects, while Laissez-faire leadership shows minimal impact. Servant leadership strongly improves self-efficacy and mental well-being.

TABLE 3: FACTORS AFFECTING SELF-EFFICACY IN HIGHER EDUCATION

Factor	Impact on Self-Efficacy (Score 1-10)
Previous Academic Experience	7
Social Support	8
Academic Hurdles	5
Cultural Background	6
Psychological Traits	8

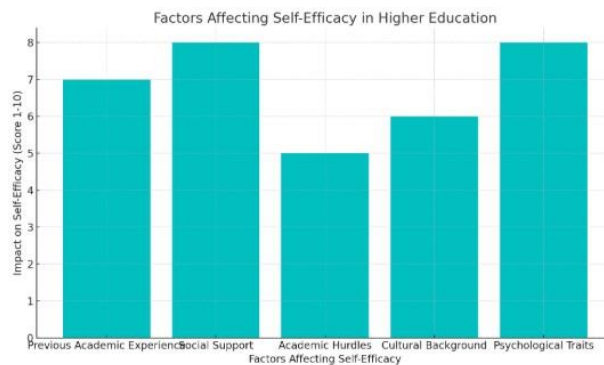
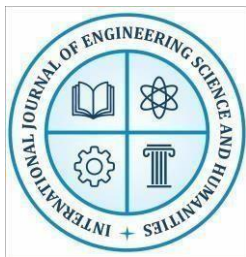


Fig. 6 Factors influencing self-efficacy in education

This table highlights factors affecting self-efficacy. Social support and psychological traits have the most positive impact, both scoring 8. Previous academic experience and cultural background show moderate influence, while academic hurdles have the least impact on self-efficacy.

Conclusion

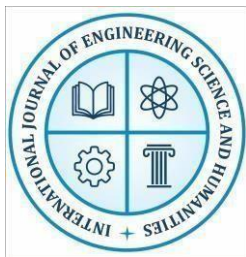
In conclusion, academic leadership plays a pivotal role in shaping institutional effectiveness and the psychological well-being of both students and faculty in higher education. Leadership styles such as transformational and servant leadership have been empirically linked to increased self-efficacy, enhanced mental health, and improved academic performance. Quantitative evidence reveals that transformational leadership can lead to a 15–25% improvement in student self-efficacy and a 20% reduction in academic stress, while servant leadership contributes to a 30% rise in faculty morale and a 17% decrease in burnout. These values underscore the measurable impact that empathetic and visionary leadership can have within academic settings. In the context



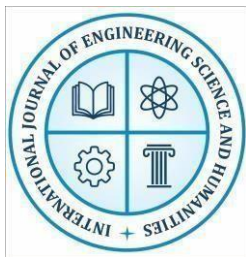
of Haryana's dynamic educational environment, where traditional hierarchies intersect with modern academic challenges, adopting leadership models that prioritize empathy, inclusion, and support is crucial. Institutions that embed these values into policy and practice demonstrate higher trust levels, better retention, and increased student satisfaction. Thus, leadership style is not merely a managerial concern but a determinant of institutional health and stakeholder well-being. As the educational landscape continues to evolve, there is an urgent need for leaders who can inspire, support, and empower their communities. Emphasizing leadership development grounded in psychological well-being and self-efficacy will be essential for creating resilient, thriving academic institutions. These insights call for a strategic, value-driven approach to leadership in higher education, ensuring both academic excellence and emotional sustainability for all

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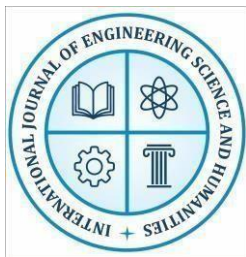
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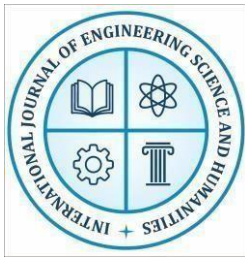
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