



TEACHERS' SOCIAL RECOGNITION, PSYCHOLOGICAL OWNERSHIP, AND
SELF-EFFICACY: A SYSTEMATIC REVIEW

Farzana Kouser,

Lecturer in Education, University of Okara

farzanaiftikhar@hotmail.com

Dr. Muhammad Tahir Khan Farooqi

Associate Professor University of Okara

drtahirfarooqi@ue.edu.pk

Abstract

This systematic review aimed to integrate empirical findings pertaining to the links between teachers' social recognition, psychological ownership, and self-efficacy in the context of education. Teachers are central to school effectiveness, but if there are low levels of recognition for their professional contributions it could impact on their motivation, belonging, responsibility and confidence. The study used PRISMA 2020 guidelines to search for relevant articles in Scopus, Web of Science, ERIC, Science Direct, SAGE Journals, and Google Scholar from 2000 to 2026, and empirical studies were selected for inclusion. 312 records were found and after duplicate removal and screening and eligibility assessments 27 studies were included for final qualitative thematic analysis. The review focused on conceptualizations and assessments of social recognition, emerging connections between social recognition and psychological ownership, and the connections of both constructs and teacher self-efficacy. In the synthesis it was found that meaningful recognition from school leaders, colleagues, students, parents and school community is positively related to feelings of ownership, professional responsibility, motivation and confidence for teachers. Psychological ownership also turned out to be a possible mediator between recognition and teacher self-efficacy. The review identifies the need for recognition-based school cultures and suggests future longitudinal, intervention, and culturally sensitive studies.

Key words: Teachers' social recognition; psychological ownership; teacher self-efficacy; school leadership; systematic review.

Introduction

Teaching is a challenging and relational profession, which needs professional competence, emotional commitment and a continued motivation. Teachers play a direct role in the learning of their students and the effectiveness of educational institutions. But so too are their professional performances affected by how they are perceived and felt within the school community: valued, respected and acknowledged. If teachers are not feeling valued or recognized, their morale, professional commitment, institutional attachment and confidence may be diminished. Social recognition is the knowledge, appreciation and validation of a person's work, contribution and professional endeavor. At school, teachers could be recognized by the administration, other teachers, students, parents, and the community. This recognition can come in the form of verbal appreciation, public praise, respect, encouragement, professional support, rewards, and/or opportunities to learn. According to recognition theory, recognition and respect play a crucial role in the dignity, identity and social value of individuals (Fraser & Honneth, 2003). Ventrice (2003) also suggested that rewards cannot be considered as recognition, but could be used as a way to express recognition. Likewise Cameron et al. (2004) identified that in an organization, recognition can manifest in a variety of ways, such as praise, reward and development.

Social recognition can influence one important outcome, psychological ownership. It describes a mental-emotional connection to a particular object, usually a person, event or thing (e.g. organization, role, task, idea), but not necessarily one of ownership (Pierce et al., 2001, 2003). Psychological ownership in schools can be manifested as teachers' feelings of belonging, responsibilities, emotional attachment, and personal contribution to their school, classroom,



curriculum, and students. Those teachers who have more psychological ownership are more likely to feel connected with the school, be proactive and contribute to school improvement. Self-efficacy is also a key factor in educational psychology, and it is important for teachers to have self-efficacy. It is an indication of teachers' confidence in their ability to plan and execute teaching-related activities effectively. Self-efficacy is based on Bandura's social cognitive theory, which suggests that self-efficacy has an impact on motivation, persistence, instructional decisions, classroom management, and reaction to professional challenges (Bandura, 1997). In the school setting, self-efficacy is related to teacher's ability to manage classroom problems, accommodate different types of learners, keep students engaged, and reach teaching targets (Tschannen-Moran & Woolfolk Hoy, 2001). Past studies have also shown that there is a relationship between self-efficacy and teachers' sensitivity to student needs and their managing of occupational stress (Skaalvik & Skaalvik, 2010).

The interconnection between social recognition, psychological ownership and self-efficacy is significant due to the fact that teaching is as much a social and emotional process as a technical one. It can help affirm teacher value, foster a sense of belonging to school, and boost teacher confidence. By making teachers feel valued, they may be more inclined to feel a sense of ownership with their work, which may further improve their motivation, responsibility and self-efficacy. Thus, psychological ownership can be considered to function as a psychological mechanism that underpins social recognition, which in turn, influences teacher self-efficacy. Organizational research has demonstrated that psychological ownership and self-efficacy can serve as a pathway between empowering workplace conditions and employee attitudes and behaviors (Kim & Beehr, 2017).

Although there is increasing interest in teacher motivation, job satisfaction, leadership and professional development, there is a lack of synthesis between teachers' social recognition, psychological ownership and self-efficacy. Other studies have tended to look at these constructs in isolation, or at a more general level, in the context of the wider organization. Much of the literature also focuses on structural aspects like workload, salary, resources, and leadership style, but less has been paid to recognition as a meaningful psychological and relational support of teachers. Hence, it is important to conduct a systematic review to synthesize empirical evidence on teachers' social recognition, psychological ownership and self-efficacy. The aim of this review is to gain a clearer understanding of the conceptualization of social recognition in teacher-related research, the relationship between social recognition and psychological ownership, and the association between social recognition and psychological ownership, and teacher self-efficacy. It also highlights theoretical, methodological and contextual gaps and provides implications for school leadership, teacher professional development and future educational studies.

Table 1

Alignment of Research Objectives and Research Questions

Research Objectives	Corresponding Research Questions
RO1: To synthesize empirical studies on teachers' social recognition, psychological ownership, and self-efficacy in educational settings.	RQ1: How have teachers' social recognition, psychological ownership, and self-efficacy been examined in empirical educational research?
RO2: To examine how teachers' social recognition has been conceptualized and measured.	RQ2: How has teachers' social recognition been defined and measured across educational contexts?



RO3: To analyze the relationship between teachers' social recognition and psychological ownership.	RQ3: What evidence exists regarding the relationship between teachers' social recognition and psychological ownership?
RO4: To analyze the relationship between teachers' social recognition and teacher self-efficacy.	RQ4: How is teachers' social recognition associated with teacher self-efficacy?
RO5: To examine psychological ownership as a mediating mechanism between social recognition and teacher self-efficacy.	RQ5: Does existing evidence support the mediating role of psychological ownership between teachers' social recognition and self-efficacy?

Methodology

This review was conducted using the PRISMA 2020 guidelines for transparent identification, screening, eligibility and inclusion of studies (Page et al., 2021). Empirical studies published in the past 26 years (2000-2026) were searched in Scopus, Web of Science, ERIC, ScienceDirect, SAGE Journals, and Google Scholar. A combination of terms related to teacher recognition, psychological ownership and teacher self-efficacy were used to search. The main Boolean search string was: (teacher recognition" OR "social recognition" OR "professional recognition" OR "teacher appreciation" OR "employee recognition") AND ("psychological ownership" OR "teacher ownership" OR "school ownership") AND ("teacher self-efficacy" OR "teacher efficacy" OR "teaching efficacy") Studies were eligible if they were empirical, published in English, examined relationships between social recognition and psychological ownership and/or teacher self-efficacy, and were written for teachers/educational professionals. However, no study was included if it was presented as a conceptual paper, an editorial, a book review, a non-English publication or an unpublished thesis, or if the study was located outside the educational context. Qualitative thematic synthesis was used to synthesize eligible studies to uncover patterns in the conceptualization, measurement, relationships between constructs, methodological approaches, and gaps in the research.

Table 2

PRISMA-Based Screening and Selection Procedure

Stage	Procedure
Identification	Searches were conducted in Scopus, Web of Science, ERIC, ScienceDirect, SAGE Journals, and Google Scholar using predefined Boolean search strings related to teacher recognition, psychological ownership, and teacher self-efficacy.
Duplicate Removal	Duplicate records retrieved from multiple databases were removed before screening.
Title and Abstract Screening	Titles and abstracts were screened to exclude irrelevant, non-empirical, non-teacher-focused, or non-educational studies.
Full-Text Eligibility Assessment	Full-text articles were assessed against the inclusion and exclusion criteria, with attention to empirical design, educational context, teacher-focused participants, and measurement of the main constructs.
Full-Text Exclusion	Studies were excluded if they lacked methodological clarity, did not measure relevant constructs, were not teacher-focused, or did not examine recognition, psychological ownership, or self-efficacy in educational settings.



Final Inclusion Eligible studies were retained for qualitative thematic synthesis.

Table 3
Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Study type	Empirical quantitative, qualitative, or mixed-method studies	Conceptual papers, editorials, book reviews, opinion papers, and commentaries
Participants	Teachers, school leaders, or educational professionals in teacher-related contexts	Student-only samples or non-educational employee samples
Core constructs	Social recognition, teacher recognition, professional recognition, psychological ownership, teacher ownership, teacher self-efficacy, or teacher efficacy	Studies not addressing recognition, psychological ownership, or self-efficacy
Context	School, college, university, or other educational institutional settings	Corporate, industrial, medical, or non-educational organizational settings
Publication type	Peer-reviewed journal articles	Unpublished theses, dissertations, conference abstracts, and non-academic reports
Language	English	Non-English publications
Timeframe	2000–2026	Studies published outside the defined timeframe

PRISMA Flow of Study Selection

312 records were obtained from the database search from Scopus, Web of Science, ERIC, Science Direct, SAGE Journals, and Google Scholar. 46 duplicates were removed and 266 records were included for title and abstract screening. At this stage, 221 records were excluded as they were non-empirical, not teacher focused, not related to educational settings, or did not address social recognition, psychological ownership or teacher self-efficacy. The remaining 45 full-text articles were appraised for eligibility. Of these, 18 studies were excluded because of methodological ambiguity, failure to measure the constructs or because they failed to directly investigate the relationship between recognition, psychological ownership, and self-efficacy. Twenty-seven studies fulfilled the inclusion criteria and were analyzed by qualitative thematic synthesis.

Table 4
PRISMA Numerical Reporting

PRISMA Phase	Number (n)
Records identified through database searching	312
Duplicate records removed	46
Records after duplicates removed	266
Records screened by title and abstract	266
Records excluded	221
Full-text articles assessed for eligibility	45



Full-text articles excluded	18
Studies included in qualitative synthesis	27

Results

Overview of Included Studies

Twenty-seven empirical studies were included in qualitative thematic synthesis in the aftermath of PRISMA screening. The amount of studies that included secondary teachers were larger than the number of studies that included other classes of teachers and the majority of the studies were conducted in school settings. Mostly, the designs were quantitative cross-sectional surveys, with less qualitative and mixed method studies. The concept of social recognition was measured in different ways across the included studies: formally through teachers' expressed appreciation and informally through teachers' expressed feelings of belongingness or "mine-ness" to the school or classroom, and teacher self-efficacy was measured in different ways across the included studies through teachers' perceptions of self-efficacy in teaching, student engagement, and classroom management.

Theme 1: Conceptualization and Measurement of Teachers' Social Recognition

Social recognition, as defined in the included studies, mainly referred to the acknowledgements, appreciation and validation of the professional contributions of teachers. It was seen both in formal (awards, public praise and leadership acknowledgement) and informal (peer appreciation, students' gratitude, parental recognition and positive feedback) ways. The evidence showed that recognition that was specific, authentic, and timely and linked to actual teaching efforts was more meaningful.

Theme 2: Social Recognition and Psychological Ownership

Results of the reviewed studies indicated that teachers who felt recognized and valued had higher psychological ownership. It seemed that when teachers were recognized, their emotional relationships, feelings of belonging, responsibilities and personal investment in the classroom, students and curriculum, and school community were enhanced. But evidence also showed that recognition needs to be accompanied by other factors, such as autonomy, trust, resources, and shared decision-making.

Theme 3: Social Recognition and Teacher Self-Efficacy

There was also a positive correlation between social recognition and teacher self-efficacy. School leaders, colleagues, students, and parents recognized the teachers and boosted their confidence in teaching and classroom management skills. The evidence seen indicated that the feedback and appreciation was meaningful and acted as a social encouragement to teachers that their work was effective and appreciated. But, common, biased, or general recognition less likely to lead to self-efficacy.

Theme 4: Psychological Ownership and Teacher Self-Efficacy

Based on the synthesis, it can be seen that there is a relationship between psychological ownership and teacher self-efficacy which is in the positive direction. Those teachers who had stronger ownership were more likely to take ownership of what happened in the classroom, to use innovative classroom pedagogies, to support students and to engage in school improvement. These activities seemed to build confidence by having a successful professional experience. It was also found that the relationship was reciprocal as teachers who had higher self-efficacy were more willing to invest in their role.

Theme 5: Mediating Role of Psychological Ownership

The reviewed evidence indicated that psychological ownership could be a mediator between social recognition and teacher self-efficacy. First, this recognition can help build teachers' feelings of belonging, value and responsibility that in turn boosts their confidence in their

teaching ability. This pattern implies that psychological ownership can be a potential pathway by which recognition can lead to teacher self-efficacy.

Theme 6: Methodological Characteristics of the Included Studies

The majority of studies included were cross-sectional quantitative studies based on correlation, regression or mediation analysis. A small number employed qualitative/mixed-methods approaches. The key methodological weaknesses were that most studies were based on self-report data, there was limited longitudinal evidence, there was inconsistency in the measurement of social recognition, and few studies tested the complete recognition–ownership–efficacy model.

Summary of Results

The results of the 27 studies synthesized overall revealed a positive, consistent trend in teachers in terms of social recognition, psychological ownership, and self-efficacy. Recognition was related to teachers' sense of value and belonging; psychological ownership was related to recognition, to responsibility and personal investment; and self-efficacy was higher when teachers felt valued, supported and connected to their work.

Discussion

This systematic review integrated the findings of 27 studies related to teachers' social recognition and psychological ownership and self-efficacy. The findings show that the recognition is not just a symbolic act, but a meaningful act of professional support which can help to strengthen teachers' sense of value, belonging, responsibility and confidence. Teachers that feel valued by school leaders, colleagues, students, parents and the broader community are more likely to feel a sense of psychological ownership and have greater self-efficacy. Social recognition seems to be a way to express respect and validation to teachers and at the same time help to establish their professional identity. This is consistent with the recognition theory that highlights the importance of recognition in achieving dignity, identity and social value (Fraser & Honneth, 2003; Honneth, 2001). Specific, authentic, timely, and in relation to actual teaching contributions was the most effective way to recognize. This backs up the belief of Brun and Dugas (2008) that meaningful recognition should include recognition of effort, competence and contribution, as well as being based on formal awards.

The review also shows that psychological ownership is also important in teaching. Psychological ownership is defined as a feeling of belonging, ownership and responsibility towards a role or organization (Pierce et al., 2001, 2003). A higher number of recognized teachers feel that their classroom, students, curriculum, and school/institution is personally meaningful. But recognition is far from sufficient. Teachers' sense of ownership is enhanced when there is autonomy, trust, involvement in decision-making and institutional support. This is in line with organizational support theory that states that employee's work attitude becomes more positive when they feel that their work is valued (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Similarly, there was a correlation between social recognition and teacher self-efficacy. Teachers' self-efficacy is their confidence to plan and execute teaching effectively and successfully (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Recognition could serve as verbal persuasion and emotional support, two types of efficacy mentioned in the social cognitive theory (Bandura, 1997), which are effective in enhancing self-efficacy. Feedback from leaders, peers, students and parents can be positive and help teachers to build confidence in classroom management, teaching and engagement of pupils. This is important as teacher self-efficacy is linked to teacher well-being (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010), instruction quality (Skaalvik & Skaalvik, 2010) and classroom processes (Zee & Koomen, 2016).



One of the major issues addressed in this review is the suggestion of a mediating role of psychological ownership. Recognition exists social outside, self-efficacy in the mind professional. External appreciation can turn into internal confidence – perhaps due to psychological ownership. Teachers who feel recognized might feel more invested in their work, and therefore be more motivated, responsible and feel more competent in their teaching. This interpretation is corroborated by evidence showing that psychological ownership can be a mediator between the workplace and employee attitudes and behaviours (Kim & Beehr, 2017). Results further indicate that recognition cannot be done in a vacuum and must be fair. A generic, biased or inconsistent recognition can be ineffective in boosting ownership or efficacy. Research in the field of organizational justice verifies that fairness is one of the factors that influence employees' intentions and attitudes (Colquitt, 2001; Cropanzano et al., 2007). Likewise, School Culture is important. Collaborative and supportive environments most likely will foster teacher satisfaction, lower teacher stress, and enhance teacher efficacy (Collie et al., 2012).

Overall, the review indicates that it is possible to enhance teachers' psychological and professional functioning in school cultures based on recognition. School leaders need to shift from giving the occasional award, to establishing regular habits of appreciation, autonomy, participation, and professional support. Future research should now examine the full effects of the recognition–ownership–efficacy model with a longitudinal and/or intervention-based design.

Methodological and Educational Implications

The review highlights two main methodological limitations. First, the majority of the studies included was cross-sectional and self-report in nature, thus limiting causal inferences. Second, there was a lack of consistency in the measurement of the three constructs among the studies. Longitudinal, mixed method and intervention designs with valid instruments need to be conducted to investigate if recognition practices directly impact psychological ownership and teacher self-efficacy. There are also implications of the findings for school leadership and teacher development. Do not consider recognition as a "ceremonial activity," but rather a strategic practice for leadership. School leaders must offer clear, equitable, and genuine forms of recognition that are related to teachers' teaching and learning, support of students, collaboration, innovation, and/or professional development. Recognition will be more effective if used in conjunction with autonomy, involvement in decision making, professional development, and supportive school culture. Professional development should therefore include ownership-building and efficacy-strengthening practices, including mentoring, peer collaboration, reflective learning, and constructive feedback (Kennedy, 2016; Wray et al., 2022).

References

- Avey, J. B., Avolio, B. J., Crossley, C. D., & Luthans, F. (2009). Psychological ownership: Theoretical extensions, measurement and relation to work outcomes. *Journal of Organizational Behavior*, 30(2), 173–191. <https://doi.org/10.1002/job.583>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Benji-Rabinovitz, S., & Berkovich, I. (2022). The colours of change ownership: A qualitative exploration of types of change agents' psychological ownership during school change. *Journal of Change Management*, 22(2), 99–119. <https://doi.org/10.1080/14697017.2021.1995465>



- Brun, J.-P., & Dugas, N. (2008). An analysis of employee recognition: Perspectives on human resources practices. *The International Journal of Human Resource Management*, 19(4), 716–730. <https://doi.org/10.1080/09585190801953723>
- Cameron, K. S., Bright, D., & Caza, A. (2004). Exploring the relationships between organizational virtuousness and performance. *American Behavioral Scientist*, 47(6), 766–790. <https://doi.org/10.1177/0002764203260209>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386–400. <https://doi.org/10.1037/0021-9010.86.3.386>
- Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The management of organizational justice. *Academy of Management Perspectives*, 21(4), 34–48. <https://doi.org/10.5465/amp.2007.27895338>
- Dawkins, S., Tian, A. W., Newman, A., & Martin, A. (2017). Psychological ownership: A review and research agenda. *Journal of Organizational Behavior*, 38(2), 163–183. <https://doi.org/10.1002/job.2057>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Fackler, S., & Malmberg, L.-E. (2016). Teachers' self-efficacy in 14 OECD countries: Teacher, student group, school and leadership effects. *Teaching and Teacher Education*, 56, 185–195. <https://doi.org/10.1016/j.tate.2016.03.002>
- Fraser, N., & Honneth, A. (2003). *Redistribution or recognition? A political-philosophical exchange*. Verso.
- Honneth, A. (2001). Invisibility: On the epistemology of recognition. *Aristotelian Society Supplementary Volume*, 75(1), 111–126. <https://doi.org/10.1111/1467-8349.00081>
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980. <https://doi.org/10.3102/0034654315626800>
- Kim, M., & Beehr, T. A. (2017). Self-efficacy and psychological ownership mediate the effects of empowering leadership on both good and bad employee behaviors. *Journal of Leadership & Organizational Studies*, 24(4), 466–478. <https://doi.org/10.1177/1548051817702078>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, Article n71. <https://doi.org/10.1136/bmj.n71>
- Pierce, J. L., Kostova, T., & Dirks, K. T. (2001). Toward a theory of psychological ownership in organizations. *Academy of Management Review*, 26(2), 298–310. <https://doi.org/10.5465/amr.2001.4378028>



- Pierce, J. L., Kostova, T., & Dirks, K. T. (2003). The state of psychological ownership: Integrating and extending a century of research. *Review of General Psychology*, 7(1), 84–107. <https://doi.org/10.1037/1089-2680.7.1.84>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organizational citizenship behavior. *Journal of Organizational Behavior*, 25(4), 439–459. <https://doi.org/10.1002/job.249>
- Ventrice, C. (2003). *Make their day! Employee recognition that works*. Berrett-Koehler.
- Wray, E., Sharma, U., & Subban, P. (2022). Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 117, Article 103800. <https://doi.org/10.1016/j.tate.2022.103800>
- Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>
- Zhang, Y., Liu, G., Zhang, L., Xu, S., & Cheung, M. W.-L. (2021). Psychological ownership: A meta-analysis and comparison of multiple forms of attachment in the workplace. *Journal of Management*, 47(3), 745–770. <https://doi.org/10.1177/0149206320917195>