Work-from-Home and Its Impact on Employee Performance

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ARTICLE DETAILS	ABSTRACT
	The study focusses at the effect of work-from-home (WFH) practices on employee performance. The move to remote work and study, hastened by the COVID-19 epidemic, has altered how individual's complete tasks, manage time, and balance their personal and professional lives. As WFH remains a relevant concept, it is critical to understand how it influences productivity, motivation, and overall productivity. The goal of this study is to evaluate the benefits and limitations of WFH, as well as how various support systems, such as internet connectivity, supervisor contact, emotional support, and organisational infrastructure, contribute to the experience. The study also looks into how WFH affects focus, feedback quality, goal success, and stress levels. This study takes a quantitative approach, with a structured questionnaire issued to professionals and college students. The findings demonstrate that, while many people value the flexibility and time-saving benefits of WFH, obstacles such as distractions, a lack of face-to-face engagement, and technological concerns continue to impair their performance. Emotional support, excellent feedback, and

stable internet access were all identified as crucial elements impacting WFH efficacy. Respondents had conflicting feelings about the future - some wanted a hybrid approach, while others preferred full remote or on-site options. This study indicates that WFH has both advantages and disadvantages, and its total success is determined by how effectively individuals and organisations adapt to the distant work culture. The study's findings can assist businesses, managers, and educational institutions develop better remote work or learning policies to support their teams and increase overall productivity.

Introduction

1.1 Background of the Study

Work-from-home (WFH) has gained in popularity globally, particularly in the aftermath of the COVID-19 epidemic. As firms and educational institutions adapted to social distancing strategies, remote work and online learning became viable alternatives to traditional office and classroom environments. While remote labour existed previous to the pandemic in the form of telecommuting or freelancing contracts, its broad use brought new insights, challenges, and expectations to modern business and academic institutions.

The transition to WFH in the information technology (IT) business was relatively simple due to the nature of digital work and infrastructure readiness. IT employees were among the first to switch to remote operations, and they usually worked with minimum interruptions. Similarly, students participated in online learning and project collaboration via digital platforms. However, this adjustment highlighted a variety of issues with motivation, communication, productivity, and mental wellness.

While some studies have emphasised the benefits of working from home (WFH), such as more flexibility, shorter commutes, and improved attention, others have identified drawbacks, such as less collaboration, professional isolation, and a blurring of work-life boundaries. Given these contradicting findings, it is critical to investigate the real impact of WFH on performance, especially in an industry that is becoming more collaborative and technologically driven.

1.2 Problem Statement

The transition to WFH, while essential, created a number of issues concerning personnel and student performance. Some organisations and institutions saw increased production, while others experienced

delays, decreased involvement, and lower morale. The variance in WFH outcomes is determined by a variety of factors, including organisational support, personal work environment, motivation levels, and communication strategies.

IT personnel and students are especially important for this study since they frequently deal with digital tools and distant systems. Despite the technical advantages, difficulties such as lack of teamwork, screen fatigue, decreased feedback, and distractions at home continue to impair their capacity to function optimally. Without a formal knowledge of these processes, it is impossible to develop long-term WFH policies.

Thus, the purpose of this study is to investigate the real influence of WFH on the performance of IT professionals and students, thereby offering empirical insights that may inform organisational policy and educational planning in the digital era**.**

1.3 Objectives of the Study

This study is developed with the following precise objectives:

- o The study aims to investigate how working from home affects the effectiveness of IT employees and students.

- o Identify positive and negative aspects affecting productivity and efficiency in distant work or study contexts.

- o The goal is to assess how organisational or institutional support influences the WFH experience.

- o The goal is to analyse respondents' perspectives, satisfaction levels, and choices for future work or learning styles.

- o Make recommendations to enhance the WFH model and improve performance results.

1.4 Scope of the Study

This study looks at the influence of work-from-home (WFH) on individual performance in the information technology (IT) sector. The scope is confined to two major groups: IT personnel who are professionally engaged in remote work, and students who have participated in online learning, project collaboration, or internships in WFH environments.

Geographically, the research is not limited to a single location, although participants are generally selected from institutions and organisations that developed WFH policies in response to the pandemic or post-pandemic changes. The study collects data using structured questionnaires and seeks to evaluate self-perceived performance, motivation, communication, support networks, and work-life balance in WFH settings.

The study's period matches recent experiences with WFH, notably during and after the COVID-19 epidemic, allowing for an assessment of both initial adjustments and ongoing obstacles.

By focussing on these specific fields, the research hopes to deliver focused insights that may be actually utilised by IT corporations and academic organisations.

1.5 Significance of the Study

This study has significance for many individuals. It delivers insights on employee behaviour, productivity, and happiness under remote settings for IT organisations and businesses. Understanding these elements may help in the development of effective hybrid or remote work models which maintain a balance between flexibility and performance requirements.

The findings can help academic institutions and instructors develop more successful online learning systems and support services that are suitable for the needs of their students. It also contributes to the expanding corpus of knowledge about digital transformation, workforce management, and remote learning.

1.6 Limitation of the Study

While this study gives vital insights into the impact of Work-from-Home (WFH) on IT employees and student achievement, various limitations must be acknowledged in order to understand and generalise the findings.

First and foremost, the study is based on self-reported data gathered through standardised questionnaires. Although the questions were carefully worded to guarantee clarity and objectivity, the replies may have been impacted by individual biases, subjective judgements, or social desirability, potentially affecting the accuracy of reported performance levels.

Second, the study does not account for differences in organisational culture, job responsibilities, or institutional rules, which may influence WFH results. Performance perceptions may alter depending on

work kind, team dynamics, degree of management assistance, or academic flexibility, none of which are investigated in depth.

Furthermore, geographical variety among participants was not a key emphasis, which may restrict the capacity to draw results across other nations or areas with diverse technology infrastructure, cultural attitudes, or WFH rules.

Finally, the study documents a specific period in time, focussing on experiences during and after the pandemic-induced transition to remote employment. As a result, it may not reflect long-term trends or potential changes in WFH policies and performance goals.

Despite these limitations, the study serves as a significant assessment of WFH's immediate influence on performance and provides a platform for future research and policy modification.

Literature Review

This chapter analyses the available research on the Work-from-Home (WFH) concept and its impact on employee and student performance. It emphasises essential theories, results, and views from many academic sources that assist to contextualise this research. The paper discusses the history of remote work, the measurable influence of work-from-home (WFH) on productivity, communication, stress, and satisfaction, and the role of organisational and institutional support in moulding the experience.

2.1 Work-from-Home and Employee Performance

The COVID-19 pandemic has considerably expedited the development of work-from-home (WFH) arrangements, particularly in technology-driven areas like as IT. In their systematic study, Anakpo et al. (2023) found that WFH typically increased employee productivity and performance. However, the influence differed depending on work kind, employer structure, and home situation. The authors emphasised that improved IT infrastructure and digital awareness were critical for a smooth shift to remote employment.

Kifor et al. (2022) also found that self-rated employee performance during WFH was strongly associated with job autonomy, coworker trust, effective communication, and organisational commitment. At the same time, they agreed that stress, family-work conflict, and home-based distractions—particularly from young children—all had a detrimental impact on performance, particularly in technical tasks that required continuous focus.

2.2 Organizational Climate and Work Stress in WFH Context

Employees' remote work experiences are heavily influenced by their organization's atmosphere. Pradoto et al. (2022) found that a good and supportive work atmosphere decreases stress and improves employee performance. Employees who feel psychologically supported are more likely to remain interested and productive, even while working outside of a conventional office setting. In contrast, high stress levels in a poorly regulated work-from-home setting were linked to worse job performance and motivation. The study emphasises the significance of maintaining open communication, having clear goals, and offering timely support to minimise stress and increase performance in distant environments.

2.3 The Role of Leadership Support

Leadership and management support identified as critical factors in WFH performance. Mardianah et al. (2020) discovered that supportive leadership directly increased employee motivation, job satisfaction, and performance in distant settings. Support options included emotional encouragement, physical aid, and reward systems. Although WFH enhanced performance in some contexts, the study found that leadership support made a significant impact in employee comfort and engagement levels. Interestingly, it was shown that leadership support did not always substantially moderate the link between WFH and performance, suggesting that while necessary, it must be consistent and matched with employee requirements in order to have a true influence.

2.4 Benefits and Challenges of WFH

Multiple studies have acknowledged both the pros and drawbacks of working from home. Anakpo et al. (2023) and Kifor et al. (2022) highlighted benefits such as improved work-life balance, flexible scheduling, and time saved on commuting. However, they also highlighted some challenges:

- o Dependence on digital media creates communication hurdles.

- o Kifor et al. (2022) found that social isolation might lead to decreased involvement and increased feelings of loneliness.

- o Pradoto et al. (2022) report work-family conflict and stress, particularly when personal and professional duties overlap.

To address these issues, the authors recommend investing in strong digital technologies, promoting flexible work rules, and emphasising mental health and well-being.

2.5 Research Gap

While existing research provides vital insights into the influence of WFH on performance, there is a significant lack in comparison research including both employees and students. The majority of past research has focused solely on employers, neglecting the identical experiences that students have in remote learning contexts. Furthermore, many studies focus on broad advantages and negatives without investigating how institutional support, personal circumstances, and individual motivation interact to influence performance outcomes in remote settings. This study aims to close that gap by studying both employee and student viewpoints simultaneously, resulting in a more complete knowledge of WFH dynamics.

Methodology

3.1. Introduction

This chapter describes the study methodology used to look at the influence of Work-from-Home (WFH) on employee performance among IT professionals and students. It outlines the research design, data collection method, sample selection, and ethical concerns used to assure the study's reliability and validity. This study uses a controlled and quantitative technique to obtain measurable insights into how remote working environments impact productivity, motivation, and work-life balance.

3.2 Research Design

This study uses a descriptive and analytical research approach to explore the influence of Work-from-Home (WFH) on employee performance among IT professionals. The descriptive section describes the existing state of workers working remotely, while the analytical section investigates the correlations between WFH-related characteristics and employee performance.

3.3 Data Collection Method

Primary data were gathered using a standardised questionnaire with multiple-choice and Likert-scale questions. The survey was distributed online using Google Forms to ensure participants' accessibility and convenience. The questionnaire had sections on demographics, WFH working conditions, performance, and personal experiences.

3.4 Research Goals Recap

The key goals of this research are:

o   Assessing the impact of WFH on IT staff and student performance.

o   The goal is to uncover characteristics that impact remote productivity and work-life balance.

o   Collect recommendations to enhance the WFH experience.

3.5 Population and Sample

The audience for the research includes employees who participated in work-from-home arrangements during and after the COVID-19 epidemic, as well as college students.

A purposive sample strategy was used to pick people who met particular criteria:

o   Currently employed.

o   Worked remotely for at least 6 months.

o   Worked full-time or in a hybrid model.

The sample size was 109 respondents, which ensured adequate coverage across all organisational sizes.

3.6 Research Instrument

The major research tool used in this study was a structured questionnaire designed to collect quantitative and qualitative data about the influence of Work-from-Home (WFH) on employee performance. The questionnaire was broken into four major components.

3.6.1 Demographic Details

This part gathered background data from respondents to help categorise replies and detect patterns based on criteria such as:

o   Age group

o   Gender

o   Current status

o   Experience with WFH

o   Type of WFH arrangement

o   Availability of a suitable work/ study setup at home

These factors were useful in segmenting the data and analysing responses across different subgroups.

3.6.2 Work-from-Home Conditions and Organizational/Institutional Support

This section evaluated respondents' access to resources, assistance, and clarity during their remote working/study experience. It comprised Likert-scale feedback, evaluating:

o   Internet and equipment adequacy

o   Emotional and organizational support

o   Supervisor or instructor communication

o   Technical Support

o   Feedback quality

o   Organizational/institutional environment for WFH

3.6.3 Impact of Work-from-Home on Performance and Work-Life Balance

This part assessed respondents' assessments of how WFH has affected their productivity, motivation, communication, and capacity to manage their work and personal lives. Key indications included:

o   Task completion efficiency

o   Goal achievement

o   Focus and motivation

o   Team communication/collaboration

o   Work-life balance

o   Perceived productivity

Each item was rated using a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5).

3.6.4 Challenges, Advantages, and Suggestions

This section includes both multiple-choice and open-ended questions, allowing participants to discuss their personal experiences. It covered:

- o   Perceived benefits of WFH (e.g., flexibility, time-saving)

- o   Common challenges (e.g., distractions, stress, communication gaps)

- o   Overall satisfaction level with WFH

- o   Preference for future work/study mode (WFH, hybrid, or on-site)

- o   Suggestions to improve the WFH experience

This section provided qualitative insights to complement the quantitative findings.

3.7 Ethical Considerations

Survey participation was entirely optional. Respondents were told of the study's goal and were promised that their replies would be kept anonymous and confidential. There was no personal or identifiable information obtained. Completion of the survey was deemed informed consent.

Analysis and Discussions

Demographic Profile of Respondents

The questionnaire had 109 respondents, including employees and college students. The majority of respondents were between the ages of 20 and 30, including early-career professionals and active students. An almost equal number of male and female participants were found, indicating balanced gender representation.

In terms of professional position, 52.3% were full-time and 9.2% part-time IT employees, while 30.3% were undergraduate and 3.7% graduate college students. The majority of respondents claimed having at least one to two years of WFH experience, implying that they worked or studied remotely for more than a year.

A considerable majority of participants (52%) reported working or studying in a hybrid approach that included both remote and in-person involvement, while 48% were entirely remote. This distribution illustrates the growing tendency in the IT sector and academic institutions towards more flexible working and learning settings, particularly in light of the post-pandemic shift in workplace expectations.

Table 4.1: Summary of Demographics

Key Questions	Category	Counts	Percentage
Age Group	Below 20	4	3.7%
	20 – 25	50	45.9%
	26 – 30	51	46.8%
	31 – 40	4	3.7%
Gender	Male	56	51.4%
	Female	53	48.9%
Current Status	IT Employees (Full Time)	57	52.3%
	IT Employees (Part-time/ Freelancer)	10	9.2%
	Postgraduate	4	3.7%
	Undergraduate	33	30.33%
	Other	5	4.6%
Experience with WFH	Less than 6months	37	33.9%
	6months- 1year	16	14.7%
	1-2 year	43	39.4%
	More than 2 Years	13	11.9%
Type of WFH Arrangement	Fully Remote	53	48.6%
	Hybrid (part office, part home)	56	51.4%
Availability of Suitable Work/ Study Setup at Home	Yes	72	66.1%
	Partially	33	30.3%
	No	4	3.7%

4.3 Analysis of Work-from-Home Conditions and Support

This section examines the participants' experiences with the conditions under which they worked or studied from home, as well as the assistance offered by their organisations or institutions. The answers were gathered using a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5), which allowed for the determination of overall satisfaction levels in important categories.

4.3.1 Internet and Equipment Adequacy

Participants were asked if they had access to reliable internet connectivity and the necessary equipment for remote work or study. A significant portion of respondents expressed satisfaction in this area, with 11% strongly agreeing and 63.4% agreeing, implying that 74.4% had a trustworthy technological setup. Only 22.9% stayed indifferent, with only 1.8% disagreeing and 0.9% strongly disagreeing, indicating that technology limitations were not a significant concern for the majority.
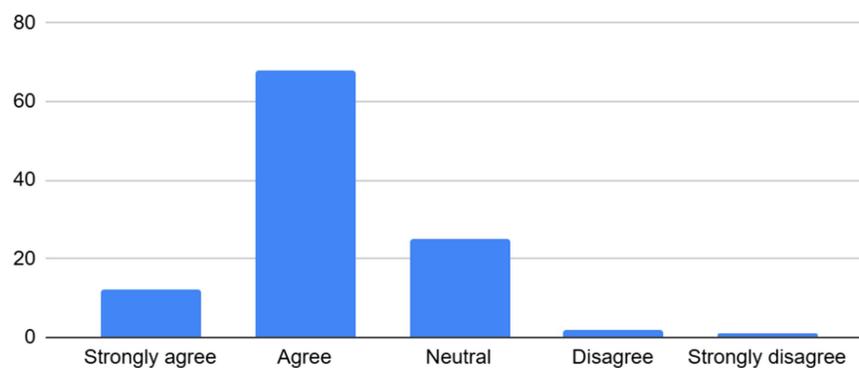

Figure 4.1: Responses on Availability of Internet and Equipment Adequacy

4.3.2 Emotional and Organizational Support

Participants were asked if they felt emotionally and mentally supported by their organisation or institution during WFH. The majority replied affirmatively, with 11.9% strongly agreeing and 57.8% agreeing, for a total of 69.7% acknowledging the existence of emotional and organisational support. Approximately 23% remained indifferent, with just 7.3% disagreeing or strongly disagreeing. These findings show that the majority of respondents were happy with the efforts made by their employers or educational institutions to promote their well-being, emphasising the rising understanding of mental health and emotional connection as critical components of effective remote work settings.

4.3.3. Supervisor or Instructor Communication

Regarding the clarity and consistency of communication from supervisors or instructors, 8.3% highly agreed, while 64.2% felt that they got timely and clear instruction during WFH. A smaller fraction of 22.9% remained neutral, while 4.6% opposed or strongly disapproved. These findings indicate that, while most participants received adequate communication, there were still significant gaps, specifically in academic contexts where students reported a lack of personalised feedback.

4.3.4 Technical Support

In terms of technical support availability, 12.8% highly agreed, while 54.1% agreed that they received timely assistance when problems arose. 24.9% responded neutrally, with 8.2% expressing discontent. The findings show that while most respondents felt supported technically, institutions and organisations might improve responsiveness, especially for individuals in rural or under-resourced places.

4.3.5 Feedback Quality

Participants' responses to the quality and timeliness of feedback revealed that 11% strongly agreed and 58.7% agreed, with a total of 69.8% believing they got enough performance-related advice. However, 22% were indifferent, while 8.2% disagreed or strongly disagreed, demonstrating discrepancies in feedback management across organisations or learning settings. Delayed or ambiguous feedback, particularly in student settings, may damage motivation and clarity.
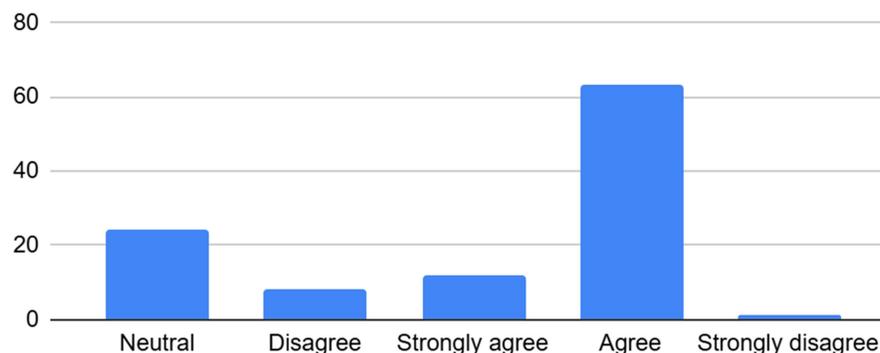

Figure 4.2 Responses on timely feedback during Work-from-Home

4.3.6 Organizational/Institutional Environment for WFH

Participants were asked to assess the overall environment offered by their organisation or institution in support of work-from-home activities. The results reveal that 14.7% strongly agreed and 59.6% agreed, showing that the vast majority (74.3%) saw their remote working or studying environment as favourable

and supportive. Furthermore, 22% of respondents stayed indifferent, with only 3.6% expressing discontent by choosing either disagree or strongly disagree. These data indicate that most organisations and institutions made a concerted attempt to build a supportive and organised distant environment, while a small percentage of participants may have had less consistency in execution.

4.4 Impact of Work-from-Home on Performance and Work-Life Balance

This section investigates how WFH has impacted participants' capacity to manage tasks, remain productive, stay motivated, communicate successfully, achieve objectives, and maintain work-life balance.

4.4.1 Task Management

The results show that a large percentage of respondents were able to properly manage their duties when working or studying from home. Approximately 72.5% of participants believed that they could effectively organise their daily obligations and keep on top of their job. Many attributed this to more control over their schedules and the ability to work at their own speed. The flexibility provided by WFH enabled them to plan their days around personal productivity peaks, which benefited both staff and students.

4.4.2 Goal Achievement and Meeting Deadlines

When asked whether they were able to fulfil their goals and meet deadlines while working from home, 73.4% said they did so regularly. They highlighted improved time management, less professional interruptions, and greater clarity in personal schedule as the primary causes. However, a minority expressed worry about occasional delays caused by poor coordination, sluggish feedback, or personal diversions. Nonetheless, the majority showed that WFH did not significantly impair their capacity to produce findings on time.

4.4.3 Motivation and Focus

Maintaining motivation and attention during WFH was more difficult for several responders. when 70.6% said they kept motivated when working or studying from home, many acknowledged to having difficulty remaining focused on occasion. The lack of direct supervision, peer presence, and defined routines may have contributed to the decrease in motivation, particularly among students and entry-level employees. Some also stated that the repeated atmosphere at home resulted in tiredness and decreased excitement over time.

4.4.4 Communication and Collaboration

Effective communication and collaboration were rated somewhat successful during WFH. Approximately 62.4% of respondents said they could effectively interact and work with colleagues, peers, and superiors. Participants emphasised the importance of digital tools such as Zoom, Teams, and Slack in sustaining connections. However, some argued that virtual conversations lacked the immediacy and clarity of face-to-face talks, resulting in misunderstandings or delays in decision-making.

4.4.5 Work-Life Balance

In terms of keeping a healthy work-life balance, 67% of respondents reported having a good experience. They valued the ability to balance personal and professional commitments more easily, such as spending more time with family or managing domestic chores. However, many people still struggled to draw the line between business and personal life, particularly those who did not have their own office. This overlap occasionally resulted in overwork or difficulty disconnecting after work hours.
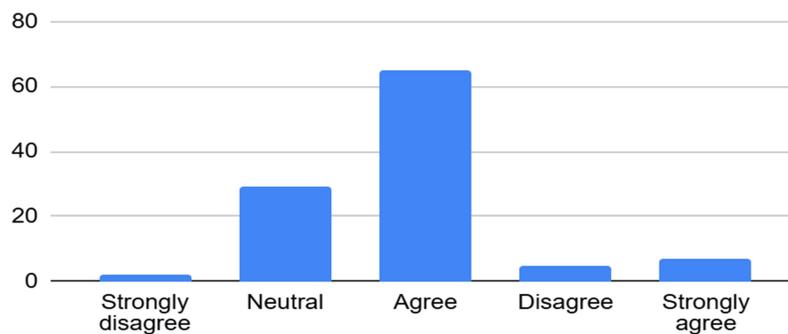

Figure 4.3 Survey Result on Perceived Work-Life Balance Among Respondents

4.4.6 Productivity

In terms of overall productivity, 69.8% of respondents said their performance increased or stayed stable during WFH. They identified numerous significant variables, including the elimination of transportation, less office interruptions, and the comfort of working in a familiar location. However, a few individuals said that occasional home distractions or a lack of team engagement were small impediments to sustaining constant productivity. Nonetheless, the majority claimed that WFH did not impair their ability to function well.

4.5 Challenges, Advantages and Suggestions

This section discusses participants' opinions of the work-from-home experience, including main benefits, typical challenges, overall satisfaction, future desires, and ideas for improvement.

4.5.1 Perceived Benefits of WFH

When respondents were questioned about the key benefits of WFH, the majority of them chose many. The most generally reported advantage was scheduling flexibility (40.4%), followed by improved work-life balance (22.9%). Furthermore, 22% of participants reported that they could focus better at home. Finally, 13.8% appreciated the absence of commuting, which allowed them to save time and minimise stress. These data demonstrate that WFH is widely valued for the autonomy and lifestyle benefits it provides.
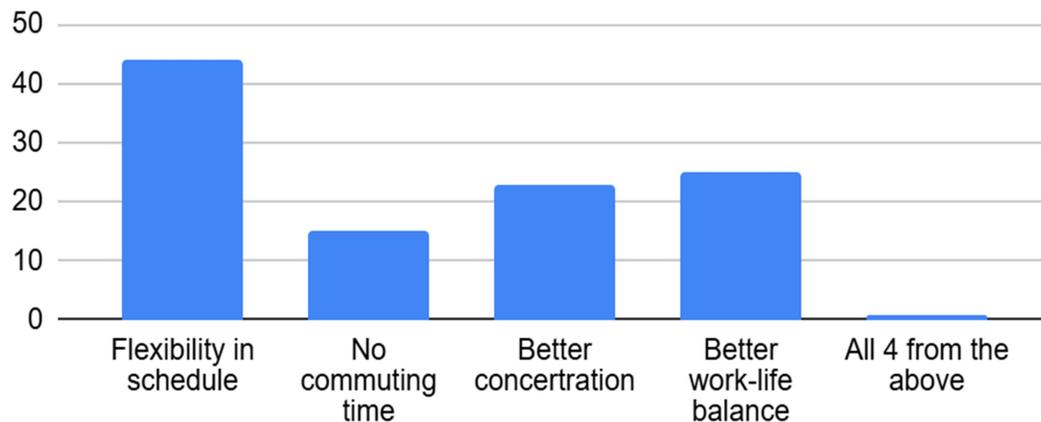

Figure 4.4 Survey Insights on the Advantages of Remote Work

4.5.2 Common Challenges of WFH

Despite the positives, respondents identified some prevalent problems. Feelings of isolation and increased stress were reported by 34.9% of participants, making it the most commonly mentioned concern. This was followed by distractions in the house (28.4%). Furthermore, 19.3% reported technical challenges, such as inadequate internet access or device constraints, that hampered their ability to complete duties successfully. Finally, 17.4% of participants reported ineffective communication with supervisors, teachers, or team members, which frequently resulted in delays or misunderstanding during collaborative work.

4.5.3 Overall Satisfaction Level with WFH

In terms of overall satisfaction, 56% of participants reported being extremely happy with their WFH experience. Another 41.2% remained indifferent, suggesting that the event included both positive and bad aspects. Only 2.8% reported negative satisfaction, which was generally attributed to poor work-life balance, a lack of communication, or technology challenges. This shows that while most participants valued WFH, a significant section experienced issues that compromised their overall pleasure.
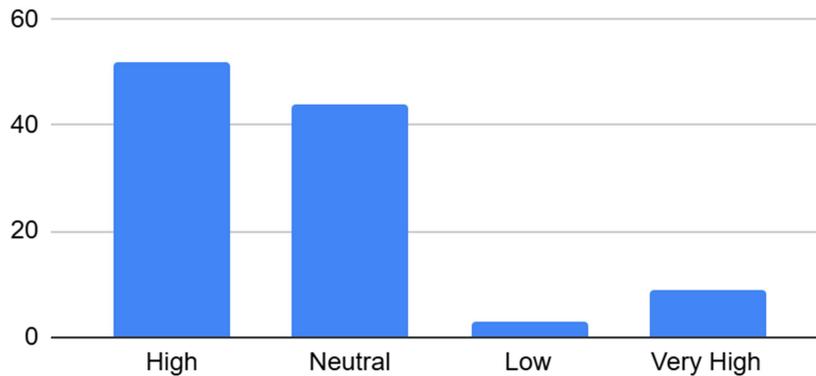

Figure 4.5 Overall Satisfaction Level with WFH among Respondents

4.5.4 Preference for Future Work/Study Mode

When respondents were questioned about their desired work or study style for the future, 72.5% chose a hybrid approach that included remote and on-site employment. 21.1% selected totally remote (WFH) arrangements, with just 6.4% opting to return to full-time on-site employment or studies. These replies demonstrate a significant preference for flexible employment arrangements that provide both independence and social/structural engagement.

4.6 Findings

This study's findings show that work-from-home (WFH) has a complex influence on the performance and well-being of IT personnel and college students. Based on the comments, many important themes emerged, reflecting both the benefits and drawbacks of remote employment.

The majority of participants indicated a favourable capacity to handle their activities efficiently in a work-from-home scenario. They stated that the flexibility of working or studying from home allowed them to better manage their time and obligations. A high proportion of people reported feeling equally or more productive at home. Many people cited the removal of commuting and the comfort of working in familiar surroundings as reasons for increased performance.

However, not all individuals shown consistently high levels of drive and attentiveness. Some respondents reported trouble maintaining sustained attention when working or studying at home. In several circumstances, the lack of formal control and peer presence appeared to lead to low involvement. Similarly, sustaining constant communication and collaboration proved difficult, with numerous respondents stating that virtual encounters lacked the spontaneity and clarity of in-person conversations.

Work-life balance elicited a variety of reactions. While many people found the WFH arrangement useful for balancing personal and professional duties, others struggled to draw the line between the two. This was especially true for people who lacked a personal workstation or lived in communal settings.

In terms of feedback and support, the majority of participants said that they received clear communication from supervisors or instructors and had access to technical assistance when needed. Nonetheless, emotional and psychological support were noted as areas for growth. Although some organisations and institutions made attempts to stay involved with their members, others lacked systematic programs to address mental health.

Overall, survey results show that WFH has become a viable and, in many circumstances, preferable option to on-site employment or study. However, its effectiveness appears to be contingent on a number of elements, including personal discipline, the family environment, institutional communication, and emotional support. These data imply that, while WFH can improve performance and happiness, it requires careful planning and ongoing modification to satisfy the various demands of staff and students.

Conclusion

The study indicates that work-from-home has emerged as a viable and mainly effective alternative to traditional working and learning contexts. It provides distinct advantages in terms of flexibility, productivity, and ease. However, it also brings distinct obstacles, notably in terms of motivation, communication, emotional well-being, and balancing personal and professional responsibilities.

Overall, access to technology is not the only factor determining WFH performance; organised support mechanisms and intelligent policy implementation are also important. Organisations and institutions that invest in these areas are more likely to have productive, engaged, and contented remote workers and students.

As the future of work continues to change, adopting a balanced, inclusive, and human-centered approach to remote working will be critical for long-term success.

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