

BRIDGING INSTRUCTIONAL EXCELLENCE AND STUDENT SUCCESS: EXPLORING HOW FACULTY MANAGEMENT INFLUENCES ACADEMIC PERFORMANCE AND LOYALTY THROUGH THE LENS OF STUDENT SELF-EFFICACY

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Abstract

Instructional management of education faculty is one of the important research areas which has been left unexplored in the context of Pakistani higher educational institutions. Unfortunately, the students of field of education face uphill issues in terms of their learning pedagogy. However, instructional management is significant factor which affects the students' academic performance and that decreases the concept of loyalty of students. Present study investigates the effects of instructional management of education faculty on their students' academic performance and loyalty: moderation role of students' academic self-efficacy. The data for present empirical study were collected from undergraduate students of department of education, moreover, the data were collected through a survey questionnaire and researchers employed a systematic random sampling technique to collect the data from target population and the sample size was n=300 research participants. Moreover, Partial Least Square -Structural Equation Modeling (PLS-SEM) technique was used to analyze the data in which hypotheses were tested after the establishment of measurement and inner models. The first finding revealed that instructional management of education faculty has significant impact on academic performance of students at higher education level, the second finding showed that academic performance has strong association with students' loyalty at higher education level and finally, last finding reported that students' academic self-efficacy positively mediates the relationship between instructional management and academic performance at higher education level.

This study recommends that education faculty should revisit and adapt appropriate teaching behavior and instructional practices to increase students' academic performance at higher education level.

Keywords: *Academic Performance, Education Management, Instructional Management Students' Loyalty, PLS-SEM.*

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1. Introduction

Instructional management (IM) is vested with instruction related affairs and concerns; the process of teaching as well as the check and balance on the performance of the students (Martin, Sass, 2009). The first step in instructional management is the development of an instructional plan, syllabi, lesson plan and lesson materials. Third is the assessment of learning by analysing the student achievement at the lattice, grain evaluation, and verification components. The second step is implementing that particular strategy using an appropriate technique and instructional design (2016, Widodo). As a method of promoting the improvement of teaching and learning in the educational systems, instructional management is employed with the aim of enhancing the learning of the intended instructional objectives. Based on the IM, it is easier to manage the learning elements which include student performance, teacher contentment, objectives, tools, approaches, and assessment: academic success (Rahayu, 2015). Instructional management refers to a task which involves the formulation of lesson content, the use of teaching and learning process, as well as the supervision of students' progress in class (Danarwati, 2016).

Lecturers' ability to teach therefore comes down to the ability to plan the learning process, facilitate its implementation and evaluate students. In the same vein, teachers and lecturers should highly value the content, material and procedures of the course when developing the instructional management (Danarwati, 2016). Supervision of its implies lecturers' ability to coordinate, direct, and evaluate student engagement in the learning process as a process. A lot of emphasis has been placed on these factors in this article (Danarwati 2016). Classroom management (CM) or instructional management (IM) is a

set of non-instructional classroom activities that teachers employ in classroom situation. These procedures and guidelines are general for all students, and hence they are controlled and cannot be violated by the students as compared to few or a group of students (Khan, 2012).

IM concerns all sorts of rules and regulation concerning the class, the teachers' instructional goals as well as instructional techniques that is an element which also covers other aspects such as supervising the students' performance daily routines of the teachers themselves and the students besides the kind of delivery method used by the teacher in presenting the topic and course content, students practice and the like (Colvin, Kame'enui, & Sugai, 1993). Classroom management behaviors performed by the teachers enhance students learning significantly and assist in solving problems of classroom arrangements (Oliver, Wehby and Daniel 2011).

According to the review done by Simonsen et.al., (2008), the objective of this study is to identify and analyze classroom management and its impact on the students' course learning and satisfaction through meta-analysis of the previous literature. It was argued in the previous literatures as well that those students who have no interest in following rules or maintaining discipline in the classroom could face various problems regarding their learning in pedagogy, in their professional as well as Again, Criminological analysis of students' delinquency exhibit a rise in lawbreaking among students who are not involved in serious and extraordinary offenses for want of desire, lack of interest in exercising self-control and lack of self-worth (Shahmohammadi, 2014). Besides, in another study conducted by Haughton et al. (1990) demonstrated that besides classroom procedures, the teachers' social reinforcement, as well as recognition, also influence students' achievement positively. In the same way, using the same source Ferguson and Shahmohammadi (2014) not only stated that teachers' conditional praising always foster effectiveness in the performance of students' educational activities.

2. Literature Review

2.1. Instructional Management and Students' academic Performance

It has been revealed that faculty' (IM) play a direct and indirect role especially the aspects arising from peer influences on the students' academic achievements (Weerasinghe & Fernando, 2017). In the same regard, use of technology in classroom and through IM has a positive impact on the students' achievement (Olelewe and Agomuo, 2016). That may not be necessary but norm and regulation for classroom alone (IM), feelings, and positive thinking, commitment to one's career is equally important for good teaching and student performance (Khan, 2012). Lesson study activities are essential in

improving the quality input because they can help raise the achievement level and satisfaction of students. Speaking of Hallinger and Murphy (1993) hold this view: “If the teachers’ instructional management IM is low or instructors’ classroom management and instructional competency is not being use in a positive way when class is often interrupted by messages, call and notice from the office.” A quantitative meta-analysis of studies by Witziers, Bosker, and Kruger (2003) found the transport variable, which refers to the overall impact of teachers on students’ course learning, as well as the transport variable of both the implementation of and the beliefs about the method to have a significant difference on the students’ academic results. Moreover, Turner et al. (2009) discovered in another study that concerning students’ behaviors and their learning patterns, teachers’ beliefs, actions, attitudes, and (IM) play a tremendous role.

Instructional management of education faculty involves rules and regulation which in fact are the key components of the classroom While Rule shows the proper, specific, and proper behavior of the students and teachers, It also tell what is expected from the students, What will be done and what will be taught to the students if their improper behavior occurs (Colvin, Kame“enui, & Sugai, 1993). Although specialized classroom environment structure, encouraging positive behavior, and minimizing the incidence of undesirable behavior are very important for excellent CM, instructional instructions alone cannot construct universal CM (Evertson, et al., 1983).

Brophy (1986) in a previous review of the available literature found that teachers’ respective beliefs and classroom processes, were positively related to students’ performance. Such behavior entailed applying better academic goals for enhancing the learning climate and introducing novelty. On other hand there is another mind set of the students which was found by Gamoran (1987) that Grouping of the students may be important because it facilitates interaction, it also allows students to learn together. Turner, et al. (2009 said it may also be more useful when student centered approach and students learning patterns are dealt positively by the teachers. In the case that a teacher uses students in groups, the outcome of student grouping appears to be aimed at by how the teacher incorporates the learners in grouped studying (Kazdin & Stebes-Rota, 2003).

It is, therefore, literally acknowledged that by working with students in groups or giving them appropriate instructions, the teachers can directly or indirectly influence the students’ learning and their academic performance. The teachers who effectively apply the policies that would minimize misbehavior and other intrusions in the classroom mean that the learning time, quality input increases very quickly in the classes, and the students’ academic achievement is very high in those classes too there (Stallings 1980).

2.2. Academic Performance and Students' Loyalty

Another factor that considerably influences the learning-teaching process in learning contexts and which reflects its impact on improving students' loyalty and achieving their results is the teacher as an instructional manager (Slameto, 2003). The role of a teacher in class is to assess and provide informative knowledge and information to the pupils alongside the pursuit of their dreams (Slameto, 2003). Scholars have spent a great deal of time and effort trying to understand how professors influence learning and their allegiance to those institutions. also, as Bryk et al (2010) and Sanders & Rivers (1996) have observed, students get more than twofold amount of knowledge from intelligent and knowledgeable professors than from less experienced and noncompetitive ones.

Citing Robinson, Lloyd, and Rowe (2008, p. 668) if the teacher uses most of their effort on the quality of input in the teaching and learning process, thus experiences some positive on the students' loyalty and their performance. Scholars have discovered impact of (IM) on students learning and loyalty. Richards and Lockhart also said that teaching is among the very hard and complex activity thus teachers are different and they have different belief and ideas and their (IM) as well as instructional rules (IR) are made according to their beliefs. Richard & Lockhart (1996) also discovered US foreign language teachers have noted that teaching languages is a special profession since it requires both knowledge and training, is considered an important career choice for life and offers a high level of job satisfaction. The most important IM furthermore is to advance the academic achievement of the students as well as enhancing their loyalty.

In classroom very often that students more information through the firsthand experience. The analysis made by Gallardo (2015) mentioned that in activities to be explained to them that they can get more benefits from such activity? When doing such activity in the class, the students should be grouped or in pairs for better understanding, in other words, it suggest that if there new what will emerge, the activity that will be carried out in the classroom will be enjoyable, memorable or useful, according to Harmer (2007, p "In order to take care of class matters, to supervise students, their trust to institution and teacher, to perform different useful decisions connected with class affairs, to make groups of students, and lessons plans are made using (IM)" Geddes & Kooi (1969). Hallinger and Murphy (1987) claimed that instructional leadership historically focused on the role of developing and communicating the school's instructional objectives, teaching schedules. In the same context, Hallinger et al. (1996) observed that clear instructional direction in the classroom and management also being very active in handling the affairs of the students is an essential aspect of instructional management in the classroom, areas where the students are assisted by their teachers.

2.3. Instructional Management, Academic Self-efficacy, and Loyalty

Weinbaum, Cole, Weiss and Supovitz (2006) investigated communication networks in high school to ascertain how instructional management from the teachers impacted on the learners' performance indicating a correlation to increased student allegiance among the high school learners. In another study that was conducted by Navarro and Gallardo, (2015) they explored extensively the significant effect which teaching staff, method of instruction and academic success has on students' happiness and loyalty to higher education institutions. In a similar vein, Wilkins and Balakrishnan (2013) learned that instructional planning, beneficial for improving academic performance and students' loyalty in higher education in the United Arab Emirates, include the quality of lecturers, properly devised lessons, quality inputs, and course, ease of access to resources and effectively using technology.

In addition, Rowe (2008, p. 668) claimed they have also examined that something they called "Good classroom environment, feedback" significantly determined "Students' satisfaction at university level". In their view, established in Butt and Rehman (2010), students and teachers, as well as course materials, instructional technology, library resources, and learning materials, are related. Also, "teaching competence, flexibility of behavior, status and reputation of university/college, students' performance or academic achievement, institutional efficiency, and social factors are the major influencers of students loyalty in higher education." Marshall & Weinstein 1986 denying that the way a teacher communicates and how s/he relates with the learners are a key diffusive of learning achievement and staying power.

There are several variables that students experience in their course of studying the performance in higher education levels and students' performance significantly influence educational pedagogy, Brophy (1986). Walker-Marshall & Hudson (1999) affirm that a student GPA openly defines his/her performance, and that the latter determines the level of satisfaction, commitment and thus loyalty in regard to professors and the university as a whole. Marzo-Navarro and others, 2005 found that authors were surprised to find that both institutional and personal factors recognize as influencing students' perceptions of the educational system, their commitment to the system and their satisfaction. They also pointed out that personal things include, age, gender, working, learning style and students' GPAs. Institutional components are on the other hand; approaches to teaching, timeliness of feedback from the teacher and clarify of expectations.

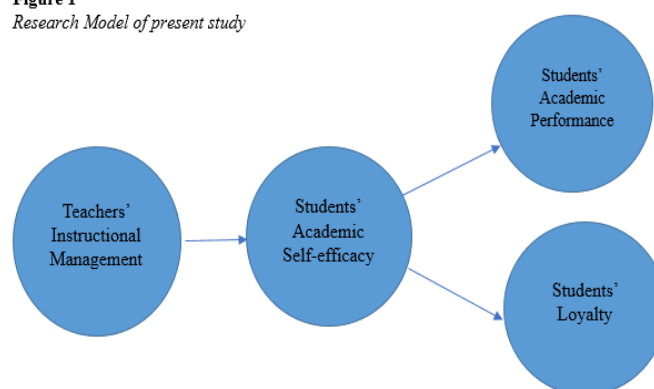
Wilkins and Balakrishnan (2013) believe that the qualities of the lecturers, the physical environment which includes facilities and proper use of technology are the key determinants of student satisfaction At university level the place of the class, the feedback

given by the tutors, the communication between the student and the tutor, interactions with fellow students and the course content, the equipment and materials provided to the students and the library facilities and resources all determine the As stated by Butt and Rehman (2010), 'excellent teacher behavior, quality education and quality input open more learning opportunities'. They also pointed out that the degree of satisfaction or discontent proportionately impacts the student success or failure of learning significantly. According to Karna and Julin's research revealed that university students are more satisfied with elements related to comfort and sound in learning, teaching facilities, coursework, academic accomplishments, and academic concerns than they are with structures.

2.4. Research Questions

- 1- What is the impact of Instructional Management of Education Faculty on their students' academic Performance at higher education institutions?
- 2- What is impact of students' academic performance on students' academic performance at higher education institutions?
- 3- What is impact of students' academic self-efficacy on their loyalty at higher education level.
- 4- Does Students' academic self-efficacy mediate the relationship between Instructional Management of Education Faculty and academic Performance at higher education institutions?

Figure 1
Research Model of present study



3. Research Methodology

3.1. Sample and Procedure

Data were obtained from n=345 undergraduate students of the Department of English at six public sector general university of Sindh, Pakistan. All the ethical procedures were upheld by the researcher to the recommendations of Bryman (2016) and Dillman, Smyth and Christian, (2014). During data collection, permission to use the informed consent form was sought from all participants in this study, this consent form was developed based on the recommendation provided in (Ruane, 2016). In addition, it was made a point to make sure that no kind of actual or potential physical or non-physical loss or damage from any form may be inflicted on research participants who willingly participated in this study. Last of all, the data and the participants' information is employed by the research's purpose only and so, the researchers have ensured that participants' identity was not disclosed out throughout the research work (Babbie, 2020).

3.2.Measures

In present study researchers have used three latent variables wherein, the total number of items or indicators were 24, moreover these measures were adapted from previous studies which were well cited. Instructional management was adapted from Sass, Lopes, Oliveira, and Martin (2016) with twelve indicators. Students' academic self-efficacy is adapted from Zheng, Liang and Tsai, (2017) with five items. Third measure of present study was students' academic performance that is adapted from Mehrvarz, Heidari, Farrokhnia, & Noroozi, (2021) with four items. Finally, last measure was students' loyalty and that is adapted from Wong, Woo, & Tong, (2016) with three indicators.

3.3. Common Method Variance Bias

According to Podsakoff et al. (2012) if there is issue of CMV bias the results may not be generalized therefore, CMV biased should be less than $< 50\%$. Moreover, in the data set of current study there is no issue of CMV because the total variance explained by Harman's single factor = 20.636% which is $< 50\%$. In this study researcher also technique of full collinearity testing wherein if $VIF \leq 3.3$ therefore, in this study no issue of CMV biased is seen through this technique too.

4. Data Analysis And Results

4.1. Descriptive Statistics

Table 1

Frequency analysis of Gender

		Gender			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Male	161	46.7	46.7	46.7
	Female	184	53.3	53.3	100.0
	Total	345	100.0	100.0	

Source: Authors' estimation

Table 1 shows the frequency analysis of gender variable, in the data set of present study there were n=161 male respondents with 46.6% and n=184 female respondents with 53.3% whereas the total number of respondents was n=354.

Table 2

Frequency analysis of Age

		Age			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Under 20 Years	52	15.1	15.1	15.1
	21-25 Years	230	66.7	66.7	81.7
	26-30 Years	48	13.9	13.9	95.7
	31 Years or above	15	4.3	4.3	100.0
	Total	345	100.0	100.0	

Source: Authors' estimation

Table 2 shows frequencies of age variable, according to the results presented in above table the students under 20 years =52 with 15.1 percentage. Whereas 21-25 age group includes n=230 participants of present study with 66.7%. Moreover, 26-30 years age group includes n=48 respondents with 13.9%, and 31 or above group had 15 participants with 4.3% who participated in this study.

Table 3

Frequency analysis of Education

		Education			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Bs. English	144	41.7	41.7	41.7
	M.A English	83	24.1	24.1	65.8
	M.A Linguistics	70	20.3	20.3	86.1
	M.A Literature	48	13.9	13.9	100.0
	Total	345	100.0	100.0	

Source: Authors' estimation

Table 3 shows that the research participants from Bs. English group are n=144 with 41.7%, M.A English 83 respondents with 24.1%, M.A linguistics 70 respondents with 20.3%, M.A literature n=48 respondents with 13.9% and the total number is n=345.

Table 4

Descriptive statistics of demographic variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	345	1.00	2.00	1.5333	.49961
Age	345	1.00	4.00	2.0754	.67781
Education	345	1.00	4.00	2.0638	1.08451
Valid N (listwise)	345				

Source: Authors' estimation

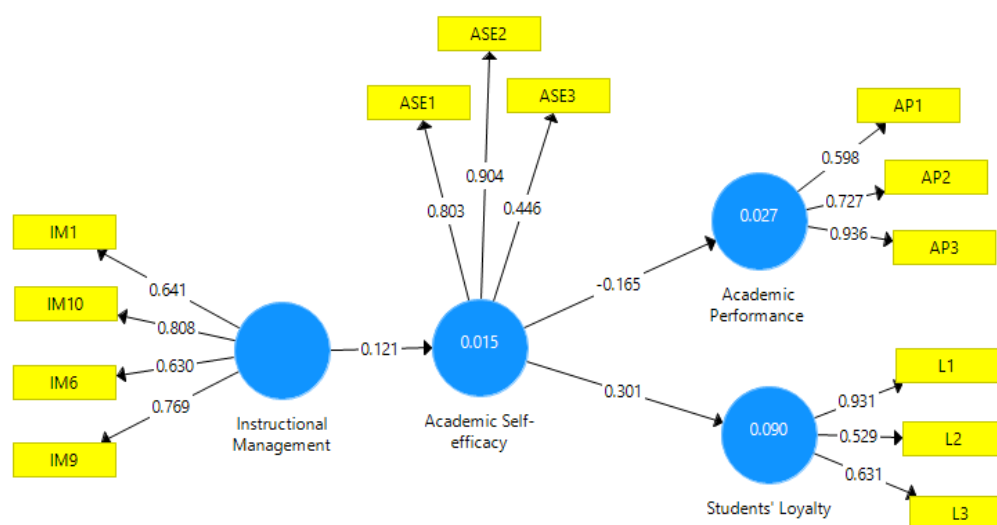
Table 4 shows the descriptive analysis of all demographic variables, on the basis of obtained results it may be said that mean score of gender is 1.5333 and its Std. Deviation is .49961. The age variable's mean score and Std. Deviation is 2.0754, .67781 and finally, the mean score and Std. Deviation of education variable is 2.0638, 1.08451 respectively.

4.2. Measurement Model

In the present study, measurement model was developed based on the guidelines of Hair, Risher, Sarstedt, and Ringle, (2019); Usakli, and Kucukergin, (2018). The first the stage was PLS algorithm that is used for path analysis or to test the posited model with the entire sample; this allowed the researcher to examine the path relations among the variables as well as the measurement model evaluation. While, using indicator reliability loadings of ≥ 0.60 (Hulland, 1999) in the process of establishment of measurement model, second, $CR \geq 60$ leading to consistency and thirdly $AVE \geq 0.50$ led the measurement model. In the second step Cross sectional data of the study variables were analysed by using the boot strapping technique to verify the hypothetical association.

Figure 1

Established Measurement Model or outer model



Source: Authors' estimation

Table 5

Measurement model

	CA	rho_A	(CR)	(AVE)
Academic Performance	0.706	1.100	0.805	0.587

Academic Self-efficacy	0.731	0.772	0.776	0.554
Instructional Management	0.796	0.756	0.807	0.513
Students' Loyalty	0.706	0.906	0.751	0.515

Source: Authors' estimation

Table 6

Discriminant Validity by FLC Method

	Academic Performance	Academ ic Self- efficacy	Instructio nal Manageme nt	Students' Loyalty
Academic Performance	0.766			
Academic Self-efficacy	-0.165	0.744		
Instructional Management	-0.150	0.121	0.716	
Students' Loyalty	-0.148	0.301	0.138	0.718

Source: Authors' estimation

Table 7

Discriminant Validity based on Heterotrait-Monotrait Ratio (HTMT)

Kline (2015) "suggested a stringent criterion of HTMT 0.90 wherein the values are less than 0.085". Therefore, HTMT is established, and the researcher can test the proposed hypotheses

S #	LOC s	1	2	3	4	5	6	7	8
1	AP								
2	ASE	0.971							
3	IMS	0.204	0.922						

4	SL	0.13	0.50	0.94	
		9	5	4	

Source: Authors' estimation

Note: AP=academic performance, ASE= academic self-efficacy, IM= instructional management, L=Loyalty

Table 8

Discriminant Validity based on Cress Loading

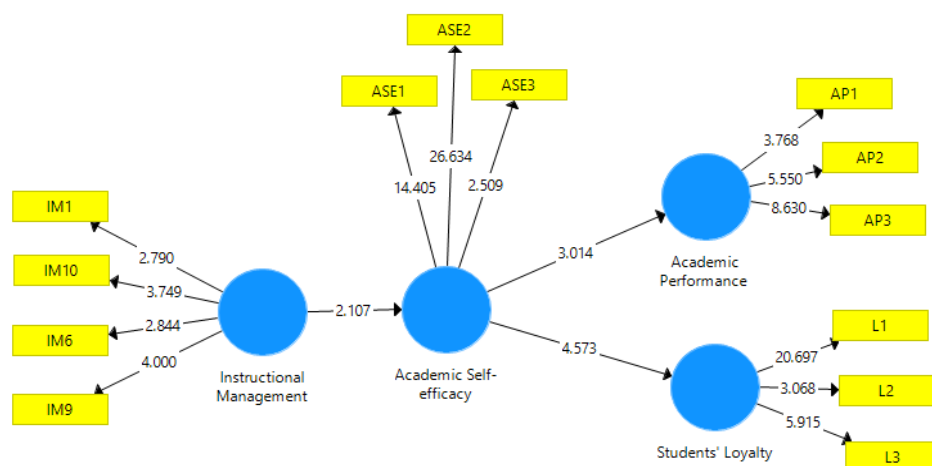
	Academic Performance	Academic efficacy	Self- Instructional Management	Students' Loyalty
AP1	0.598	-0.042	-0.057	-0.021
AP2	0.727	-0.080	-0.109	-0.019
AP3	0.936	-0.185	-0.147	-0.192
ASE1	-0.153	0.803	0.095	0.196
ASE2	-0.140	0.904	0.102	0.326
ASE3	-0.043	0.446	0.107	0.007
IM1	-0.167	0.070	0.641	0.091
IM10	-0.110	0.123	0.808	0.119
IM6	-0.113	0.061	0.630	0.073
IM9	-0.045	0.069	0.769	0.102
SL1	-0.138	0.320	0.145	0.931
SL2	-0.013	0.055	0.041	0.529
SL3	-0.120	0.140	0.061	0.631

Source: Authors' estimation

Note: AP=academic performance, ASE= academic self-efficacy, IM= instructional management, SL= students' loyalty

Figure 3

Hypotheses Testing



Source: Authors' estimation

Table 9

Hypotheses Testing Direct Effects

Hypo	Relationship	Std Beta	Std Error	t-values	p-values	Decision
H1	IM → ASE	0.121	0.057	2.107	0.036	Supported
H2	ASE → AP	-0.165	0.055	3.014	0.003	Supported
H3	ASE → SL	0.122	0.057	2.108	0.035	Supported
H4	IM → ASE → AP	-0.020	0.014	1.455	0.146	Not Supported

Source: Authors' estimation

Note: AP=academic performance, ASE= academic self-efficacy, IM= instructional management, L=Loyalty

5. Discussion

In this present empirical study, investigated the effects of Instructional Management of Education Faculty on their students' academic Performance and Loyalty: Mediating role of students' academic self-efficacy. The line of investigation of current research is in the domain of education specially, in the domain of education management. The findings of this study suggested that instructional management (IM) has a positive impact on students' academic self-efficacy (ASE) at higher education institutions because ($\beta = 0.121$, Std deviation error is 0.057, t-value is 2.107 and p-value is 0.036). The finding of this hypothesis is in consonance with some of previous studies i.e., Butt and Rehman (2010), stated that instructional practices of teachers' have a direct influence on the students' academic self-efficacy at higher education level. In the same way, (Caprara, Barbaranelli, Steca, & Malone, 2006; Emmer, & Stough, 2001, & Geddes, & Kooi, 1969). The second finding of this study revealed that students' academic self-efficacy (ASE) has a significant impact on the students' academic performance (AP) as higher education institutions because ($\beta = 0.165$, Std deviation error is 0.055, t-value is 3.014 and p-value is 0.003). Based on the mentioned results, it can be concluded that academic self-efficacy of the students has significant but negative impact on the students' academic performance at higher education level. The finding of this hypothesis is in consonance with few other studies like (Caprara, Barbaranelli, Steca, & Malone, 2006; Harmer, 2007; Kärnä, & Julin, 2015).

Furthermore, the third finding of present study reveals that academic self-efficacy (ASE) has a significant relationship with students' loyalty (SL) at higher education level because $\beta = 0.122$, Std deviation error is 0.057, t-value is 2.108 and p-value is 0.03) with 0.5% significance level, therefore, based on the obtained results it can be concluded that current hypothesis is supported. Moreover, this result is supported by previous literature like some of the studies reported the similar results that there is relationship between students' academic self-efficacy and students' loyalty (Garrison et al., 2000; Jaggars et al., 2013; Snijders, Wijnia, Rikers, & Loyens, 2019 & Wong, Woo, & Tong, 2016). Finally, the last finding of present study reported that students' academic self-efficacy does not mediate positive and significant relationship between instructional management (IM) and students' academic performance (AP) at higher education level, because ($\beta = -0.020$, Std deviation error is 0.014, t-value is 1.455 and p-value is 0.146). Based on the obtained results it is concluded that academic self-efficacy does not mediate the relationship between (IM) and (AP) because the p-value is 0.146 which is more than its trash hold, on other hand the relationship of academic self-efficacy with mentioned variables is also found to be negative because the $\beta = -0.020$.

6. Conclusion

The findings of this empirical study confirm the hypotheses as the instructional management going on among teachers influenced the students' academic self-efficacy greatly. This positive influence on students' academic self-efficacy makes students satisfied and enhances the teaching /learning process in the schools. Consequently, it can be recommended that education faculty should reconsider its current paradigms on teaching at the higher educational level because there is significant necessity to enhance the enhancement of teachers' behavioral and instructional management leading to academic self-efficacy satisfaction of the students' needs for academic performance and student loyalty to educational institutions. In addition, present study confirms other two hypotheses as well that marks/grades or self-efficiency also affect student's academic performance and loyalty at higher education level.

Furthermore, students centered should be paid more attention to than addressing or handling students' issues and concerns which might make the students to achieve academic and professional lives. Nevertheless, the following is the limitation of the current research work: The data had been collected from only one source, i.e., students. In fact, if the Data is collected from other sources like teachers and policymakers, it might bring better results. Secondly, it involves only a sample of some departments and universities within Kenya, and only a section of the participants; if the study conducted in longitudinal form in future that may be yielding better results and a better understanding to this research area to future researcher.

6.1. Limitations and Suggestions for future research

- One of the limitations of present empirical research in the context of education management at the higher education level is that single source cross-sectional data were used. Therefore, future research should focus on collecting multi-source data to further explore the phenomenon.
- This study can be replicated in other provinces, and the results may be compared. However, future researchers may add some moderating and mediating constructs supported by literature in the research model of present empirical research.
- The qualitative study was also beyond the scope of the present research. Therefore, the future researcher may conduct an explanatory sequential mixed-method study to further explore the phenomenon.
- Due to limited resources and time constraints, the present study collected the data from undergraduate students at public sector general universities in Sindh,

Pakistan. Therefore, future researchers may collect the data from public sector universities, medical universities, and engineering universities in Sindh, Pakistan.

- The present study addressed CMV bias by using the statistical technique of full collinearity testing, and it was found that the data were unbiased, but future research may collect the data of marker variables from the recent literature to tackle the issue of CMV bias

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