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Science Teachers' Instructional Experiences in Learning Flexibility Modality

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Abstract

This study aimed explore the lived experiences of science teachers' instructions in the learning flexible modality in preparing instructions, teaching, and assessing students' learning in science. A descriptive phenomenological research design was employed with thirteen secondary science teachers who met the inclusion criteria using a purposive sampling technique. Colaizzi's seven-step method was utilized to extract the codes, categories, and themes from the semi-structured interviews. Findings revealed three major themes: The Enthusiasm for Science Instructions, Teaching with the Spirit of Invictus, and Changeability and Rigorousness of Assessments. Science teachers face challenges in the learning flexible modality; however, their dedication and resourcefulness in teaching are the main reasons for staying on track in education. They have learned to promote inter-collegial intellectual discussions, allowing them to fill in their teaching gaps and seek improvement areas. In this study, science teachers passionately teach to support the needs of the students and cleverly update themselves with their science instructions in the flexible teaching modality. Although science teachers were able to adapt to the present changes, it is highly suggested that an avenue be provided for them to voice their concerns and make them feel that support is there from the educational sector.

Keywords: Flexible Learning, Instructional Experiences, Lived Experiences, Science Teachers

INTRODUCTION

Flexible teaching and learning in education have a lengthy history (Huang et al., 2020). The amalgamation of flexibility into the teaching and learning process emphasizes students' freedom of choice without negatively impacting their academic performance. Thus, it has been an essential component in the development of education to meet the diversified needs of students (Hardy & Woodcock, 2015; Li & Wong, 2018, Wong, 2023). While flexible learning modalities in instructions have been remarkably effective in the learning continuity of the students amidst numerous unprecedented situations (Abbacan-Tuguic, 2021). Interestingly, flexible learning has become an emergency safety measure for school stakeholders during a crisis (Viner et al., 2020).

As academic institutions worldwide continue to deal with the global health crisis, there is a need to examine different instructional approaches most fitted to the intensive continuity of learning (Singh et al., 2021). Asian countries such as Singapore, Taiwan, Hongkong, Japan, and the Philippines have already advanced their capabilities in delivering quality instructions through the flexible learning modality, which proves to be the most practical regardless of the unparalleled events (Francisco & Barcelona, 2020). And while it requires internet-based resources like virtual learning environments and learning management systems (Joan, 2013), flexible learning gives students more freedom over when, where, and how they will learn (Kariippanon et al., 2018). The boundaries imposed by the pace, location, and study time are gradually lifted (Naidu, 2017). Also, in flexible learning, most learning and teaching tasks are not done online, which is different from full online learning (Benedicto et al., 22023; Dhull & Sakshi, 2017).

Although flexible learning is unarguably the best option because of its numerous pros as the new norm of instruction, earlier reports showed several problems. For instance, the learners' readiness, the teaching methods' monotony, and the lack of content development empowerment are some of the prevalent concerns in this modality (Kebritchi et al., 2017). Additionally, some academic institutions may lack the resources necessary for online instruction, and students lack access to electronic equipment and internet connectivity (Sahu, 2020). Furthermore, studies have shown that online education cannot produce the desired outcomes in underdeveloped and developing nations

where most students lack internet access because of logistical and financial difficulties (Adnan & Anwar, 2020). These obstacles are made worse by the students' struggles to modify their learning preferences, failure to fulfill other home obligations, and the lack of effective communication between teachers and students (Baticulon et al., 2021). Since every learner is different, their learning preferences, aptitude, and confidence levels also vary. As a result, some people are uneasy with online education, leading to increased frustration and misunderstanding (Dhawan, 2020).

Science education has been more sluggish than other fields to adapt to this genre due to concerns distinctive to its field's instructional procedures and efficiency (Hallyburton & Lunsford, 2013). Thus, this research inquiry grew out of the context faced by Philippine education in the delivery of science instructions with the adaptation of the flexible learning modality. Hence, teachers, who are the front liners in the educative process, were made to adjust to their instructional duties to adapt to the changes in instructional delivery. The unprecedented transition to a flexible learning modality of instructions resulted in a big surprise to teachers and students, regardless of stakeholder readiness. In this regard, the present study explores the lived experiences of science teachers' instructions in learning flexibility modality. Specifically, it sought to describe the sciences teachers' experiences in preparing instructions, experiences in the teaching of science, and assessing students learning in science.

Theoretical Framework of the Study

This study is anchored on a Contingency-based Framework for Flexible Teaching and Learning (Palmer et al., 2010). This framework places the practice of teaching and learning at its center, surrounded by increasingly wider spheres of influence. Teaching and learning are contingent upon the core values to which the university is committed. These, in turn, are contingent upon many internal educational and organizational factors. The framework depicts a complex 'web' of interactions between factors and people, which are helpful to recognize and understand conceiving and enacting effective teaching and learning settings. These factors go beyond immediate interconnected educational concerns relating to curriculum, pedagogy, assessment, student profiles, and teaching and learning contexts that are complex enough to encompass broader factors in the organizational and external environments. The contingency-based

framework recognizes the range and levels of such factors operating in our design, development, and teaching environments.

METHOD

Research Design

This study utilized a qualitative research method using the descriptive phenomenological research design. Husserl (2012) provided the philosophical underpinning for phenomenology. The purpose was to examine a phenomenon as individuals' experiences and directly describe it without considering its causal explanations. The focus was on the subjective experiences of the science teachers' instructions in terms of preparation, teaching, and assessing students learning in the flexible learning mode. Phenomenology allows the researcher to explore and describe the structures of consciousness as experienced from the person's point of view (Creswell & Poth, 2016).

Participants

The key informants of the study were secondary science teachers. Purposive sampling was utilized to recruit key informants. Purposive sampling is a strategy selected that will give information necessary for the needs of the study (Taherdoost, 2017). In this study, the research informants were thirteen science teachers teaching science and have used the flexible learning modality in their teaching. Moreover, the sampling continued until data were saturated. Meanwhile, the selection criteria of these key informants were as follow (a) graduates of science-related baccalaureate degrees, (b) science teacher teaching in either JHS or SHS science subjects, and (c) science teacher teaching using the learning flexibility modality.

Instrument

The main instrument of this study is the researcher, as Wa-Mbaleka (2019) mentioned. This role of the researcher is highlighted during interviews and observations. An English and vernacular semi-structured interview guide made by the researcher was utilized and expert validated. The language used was based on the informants' preferences. Monday (2019) recommended the interview as the preferred data collection tool in phenomenological research because interviews provide flexibility in probing for clarification and gathering sufficient detail to develop a detailed description of participant perceptions.

Ethical Considerations

To adhere to the ethical considerations, informed consent was given to the key informants before the conduct of the study. Each interview lasted ten to fifteen minutes. Science teachers completed the interview in

which they were asked to describe their science instructional experiences in preparation, teaching, and assessing students learning in science using flexible learning modalities. New participants were interviewed until data saturation was achieved, that is, until the quality, completeness, and amount of the information were sufficient, and no new themes were elicited in the interviews.

Data Gathering and Data Analysis

Colaizzi's method was utilized in the study. This method anchored the components of Husserlian phenomenology, putting a premium on the description of the lived experience (Colaizzi, 1978; Morrow et al., 2015). Colaizzi's method of data analysis consists of seven steps. The first is to read and re-read all the participants' verbatim transcripts of the phenomena to acquire a feeling. Second, significant statements or phrases are extracted from participants' transcripts pertaining directly to the research phenomena. Third, formulated meanings are constructed from significant statements. Fourth, formulated meanings are arranged into cluster themes which evolve into emergent themes. Fifth, the results were incorporated into a detailed and exhaustive description of the lived experience. Sixth, the thorough description of the participants involved in the research was validated. Lastly, new, pertinent data obtained from participants' validation was incorporated and adapted to attain congruence with the lived experience of the participants.

RESULTS AND DISCUSSION

The study explored the Secondary Science teachers' lived experiences with their instructional preparations, the teaching of science, and their assessments of students learning in science in the adaptation of the learning flexibility modality in the teaching and learning process. Analysis of the findings revealed three major themes that emerged in the study, each major theme is composed of two subthemes as shown in Table 1.

Table 1. Themes and Subthemes

Themes	Subthemes
The Enthusiasm for Science Instruction	Experiential Lesson Contextualization
	Innovative Instructional Delivery
Teaching with the Spirit of Invictus	Confronted but Unfazed by the Challenges
	Steadfast dedications to teaching
	Accessibility in the Face of Assessment and Change
	Trustworthiness of Assessment Result

Theme 1: The Enthusiasm for Science Instructions

The key informants' enthusiasm for science instructions in education has improved their classroom instructional preparations and attitudes toward students to meet their needs and achieve learning sustainability, despite challenges. Hence, this enthusiastic instructional sensitivity comprises two sub-themes: experiential lesson contextualization and innovative instructional delivery.

Subtheme 1. Experiential lesson contextualization

The first subtheme that emerged from the first major theme the enthusiasm for science instructions was "Experiential Lesson Contextualization." The key informants stressed that the contextualization of lessons should be related to the students' experiences and environment. One participant has expressed that,

> *… I have revised all the teaching materials and designed the most simplified version of my lesson relevant to the knowledge background of students …(KI2)*

Further, the key informants emphasized that the contextualization refinement of students' activities should be in line with the availability of the resource's acquaintances in their homes. In support of this, key informant 3 remarked:

> *… I had to tweak and contextualize the usual performance tasks depending on the availability and familiarity of resources for the students at home … (K13)*

The exploration of Subtheme 1 underscores the pivotal role of tailoring educational content to students' experiences and surroundings. The testimonials from key informants highlight the significance of revising teaching materials and adapting lesson structures to align with students' existing knowledge backgrounds, ensuring a more accessible and relatable learning experience. Moreover, the emphasis on refining activities based on the availability of resources at students' homes reinforces the need for contextualization in fostering engagement and relevance.

Subtheme 2. Innovative instructional delivery

The second subtheme germane to the enthusiasm for science instructions was "innovative instructional delivery." Key informants shared opinions that the preparation of revolutionized instructions and updating of students' progress should be gentle and understanding as their intermittent internet connectivity constantly challenges them. For this, key informant 12 remarked:

> *…the shifting of instructional delivery had led me to revolutionize my preparation of*

instructions by being creative and resourceful. For instance, I provide flexible schedules to all my students wherein they can watch my home-based experiments synchronously or asynchronously depending on their internet connectivity. Also, I am constantly updating my students learning progress through google classroom . . . (KI12)

Additionally, the key informants stressed that the rich collaborative efforts among teachers during the preparation of instructions allowed them to have comprehensive experience–based instructions. In this respect, key informant 6 quoted:

... I have tapped the science teachers at our school to collaborate with our subject area's instructional preparations and allow them to share their best practices that have worked. With such moved, the planning and designing of instruction would be efficient as it is based on the instructional implementation experiences ... (KI6)

In summary, Subtheme 2, underscores the necessity of adapting teaching methodologies in response to the evolving educational landscape, especially amidst challenges such as intermittent internet connectivity. Key informants emphasized the need for gentle and understanding approaches when revolutionizing instructional preparation, ensuring flexibility in schedules to accommodate diverse connectivity issues. Collaborative efforts among educators emerged as a vital component, enabling the sharing of successful practices and experiences to enrich instructional designs, fostering an efficient and comprehensive approach to lesson planning and delivery. This collaborative endeavor promises a more robust foundation for innovative and adaptable instructional strategies in the realm of science education.

Theme 2: Teaching with the spirit of Invictus

In these trying times of the teaching process, key informants struggle to engage students in this knowledge-in-use perspective. While they have consistently sought areas for improvement to fill gaps in their teaching instructions, this has been observed in the refashioning and accommodating of novel teaching approaches, and parental teaching empowerment. In a similar vein, educational resources can assist teachers to enhance their pedagogical and content knowledge proficiency when scaffolding their students' learning. Such courageous desire in teaching comprises two sub-themes: confronted but unfazed by the challenges and steadfast dedication to teaching.

Subtheme 1. Confronted but Unfazed by the Challenges

The first subtheme linked with the second major theme teaching with the spirit of Invictus was "confronted but unfazed by the challenges." Key informants expressed that the modalities in flexible teaching are accompanied by challenges despite the efforts vested in its instructional preparations. To support this, key informant 2 commented:

> *…I find it tricky to communicate my thoroughly develop lesson activities virtually, but despite this, I continue to embark on learning continuity through the provision of supplementary materials and online consultations… (KI2)*

Additionally, the key informants emphasized that doing students' home-based experiments is particularly challenging, specifically regarding resources and ensuring safety. In this regard, key informant 10 pinpointed:

> *… science experiments are challenging to conduct by students at home, so I must make sure that there is available alternative material found in their kitchen and that the materials that we will use are not carcinogenic whenever it reacts with other substances…(KI10)*

Subtheme 1 encapsulates the educators' resilience in navigating the hurdles of flexible teaching, demonstrating adaptability despite inherent difficulties. Key informants' experiences highlight the complexities of virtual lesson communication and the careful considerations required for safe, resourceful home-based experiments, underscoring the educators' unwavering commitment to ensuring continuous learning experiences for students despite the challenges they face.

Subtheme 2. Steadfast dedication to teaching

The second subtheme associated with the second major theme of teaching with the spirit of Invictus was "steadfast dedication to teaching." Key informants posited that students should be provided with accommodating online teaching delivery and assistance each time they need it. For this, key informant 7 said:

> *… I opt to use the combination of synchronous and asynchronous class output activities to meet the demands of my students regarding time and situation. Also, I often assist and made follow–up calls and chats whenever the students experience difficulties in the lesson …(KI7)*

Another important point verified by the key informants was the sharing of responsibilities between parents and teachers in the facilitation of teaching and learning. In this respect, key informant 6 underlined:

... In our school, we encourage and capacitate the parents to take the role of para-teachers to strengthen learning continuity ... (KI6)

Subtheme 2 emphasizes the educators' unwavering commitment to providing adaptable and supportive online teaching methodologies, catering to students' diverse needs. The incorporation of synchronous and asynchronous activities, coupled with proactive assistance through follow-up communication, reflects a dedication to ensuring students' comprehension and success in their learning journey. Additionally, the collaboration between parents and teachers in fostering learning continuity amplifies the support system, highlighting a shared responsibility to nurture and facilitate effective education within and beyond the classroom.

Theme 3: Changeability and Rigorousness of Assessments

Assessing and authenticating student learning outcomes is an integral component of instruction and the determining factor in achieving the learning objectives. Key informants have utilized applications that were more accessible and repeatedly updated and adapted course material based on feedback; thus, students relied on and trusted the information provided. Even though everyone involved was on the same page, the key informants expressed skepticism about the truthfulness of the assessment outcome and had mixed persistent feelings of uncertainty and compassion. Besides, the validity of an assessment lies in the degree to which evidence and theory support the interpretations of test scores for proposed uses of the tests. Such concern about assessment and outcomes comprises two sub-themes: accessibility in the face of assessment and change and trustworthiness of assessment results.

Subtheme 1. Accessibility in the Face of Assessment and Change

The first subtheme related to the third major theme of assessment flexibility and outcomes veracity was "accessibility in the face of assessment and change." The key informants highlighted students must be given an opportunity to access the learning assessments amidst exceptional events. In support of this, key informant 5 remarked:

... whenever it was practical, I decided to switch from high-tech to medium- or low-tech assessment methods mainly because of the learners' examination feedback, remote locations, their exposure to natural disasters, and other factors... (KI5)

Simultaneously, the key informants stressed that assessments should be designed and administered

flexibly. In this respect, key informant 3 shared:

> *… I made used online platforms in assessing my students like google forms and quizziz.com for my quiz and exams that way they can take it where they want and given the circumstances that they don't miss the allocated deadline. I sometimes do an essay, oral exam, and feedback as a complimentary assessment to the online quiz… (KI3)*

Subtheme 1 underscores the educators' commitment to ensuring fair and feasible access to learning assessments, especially in challenging circumstances. The emphasis on adapting assessment methods from high-tech to medium- or low-tech aligns with considerations for students' varied circumstances, including remote locations and exposure to natural disasters. Additionally, the incorporation of flexible assessment designs using online platforms and supplementary assessment formats like essays or oral exams reflects a nuanced approach to accommodate diverse learning styles and situations, prioritizing equitable evaluation while navigating changes and exceptional events in the educational landscape.

Subtheme 2. Trustworthiness of Assessment Result

The second subtheme connected to the third major theme of assessment flexibility and outcomes veracity was "trustworthiness of assessment results." Key informants have shared circumstances that students' assessment credibility is controversial despite its implementation flexibility. In support of these key informants, 1 remarked:

> *… I have observed that majority if not all the contents of my students' answers are taken from the internet (google)and not from the process of the actual activity/s that I assigned, to the extent that they even bother rewording and placing the sources… (KI1)*

Further, key informants underscored that they felt doubtfulness with the students' assessment output, hence, students' answers were very similar to their classmates. Key informant 8 pointed out:

> *… I had doubted my students' answers if they were being honest about it. Aside from this, I find it hard to accept their answers because the answers that they have submitted are precisely like the responses of my other students … (KI8)*

Subtheme 2 sheds light on the challenges educators face regarding the credibility and originality of students'

assessments, despite the implementation of flexible assessment methods. Key informants highlighted concerns about students relying heavily on internet sources, compromising the authenticity of their responses and raising doubts about the integrity of assessment outputs. Additionally, the similarity in answers among students further compounds the uncertainty surrounding the reliability of assessment results, prompting educators to navigate issues of credibility and originality in evaluating student performance.

The enthusiasm for science instruction drives scientific exploration and innovation. The theme invites a captivating journey into the fervor and passion that underpins humanity's pursuit of scientific understanding. As seen from the statements in subtheme 1, contextualizing the lesson aligned with the student's background and resource availability is a crucial dimension of the key informants' enthusiasm for science instructions. The multifaceted features of instructional contextualization have been proven in numerous studies as a comprehensive science teaching approach since it predominantly highlights important and relatable concepts in the students' lives (Perin, 2011). Moreover, the integration of the contextualization approach is efficient for science teachers across grade levels, considering the K-12 curriculum is in spiral progression, in which the level of complexity of topic increases for science learning to become more relevant to students (Tabotabo – Picardal & Paño, 2018). Hence, contextualization is a pillar of the enthusiastic development of science instructions.

In subtheme 2, as the excerpts demonstrated, one of the essential components of the teachers' enthusiasm for science instructions is innovative instructional delivery. It is necessary to try to address the obstacles that hinder easy access and ensure that basic education is sustainable in the current pandemic era (Oladele et al., 2021). The shifting of instructions has driven home the present-day realities of the teaching and learning process into virtual (Srivastava & Dey, 2018), thus bringing unprecedented challenges and struggles among science teachers and students (Geverola et al., 2022). Moreover, constant professional updating of best practices during the instructional delivery provides the feasibility foundation of result-oriented instructional preparations like modular learning (Auditor & Mutya, 2022; Mutya et al., 2023). Correspondingly, teachers' practices and professional development impact their conceptions (Murillo & Hidalgo, 2020). Undoubtedly, teachers' conceptions play a crucial role in the

instructional processes in the classroom (Brown & Gao, 2015). Subsequently, the current crisis demonstrates the value of modern technology and stresses the need to adequately plan education schemes and prepare valid alternatives (Oraif & Elyas, 2021).

Science teachers' enthusiasm for science instructions is rooted in their teaching desire to contextualize lessons and innovate their delivery of instructions to efficiently communicate information among students. Innovation in instructional delivery provides accessibility among students and was gainful in ensuring the integrity of both in and out-of-class work through constantly updating the students learning progress (). Lastly, with the continuous professional updating and collaborative efforts of science teachers, instructional preparations are becoming tangibly effective and productive.

Teaching with the spirit of Invictus embodies resilience, empowerment, and unwavering determination, inspiring students to conquer challenges, embrace their potential, and emerge as resilient individuals capable of overcoming adversities in their educational journey. As stated in the preceding statements, one of the fundamental principles of teaching with the spirit of Invictus is confronted but unfazed by the challenges. The findings demonstrated that science teachers are challenged to employ better methodologies and activities to make them more exciting and compelling. Notable insights into the difficulties encountered by teachers while moving to virtual and distance teaching practice reflect a broad range of teaching difficulties, access to materials, students' safety, and the monitoring of learning improvements (Arrieta et al., 2020). Moreover, the lack of physical connection and the inability to use body language and gestures to teach emerged as an impediment to effective teaching (Kundu & Bej, 2021). Furthermore, the limitation of online teaching tools meant teaching effectiveness remained significantly hampered. Despite these well-documented challenges, science teachers continue to cope with them through the embodiment of cognitive connections in the ongoing teaching methodology and pedagogical and technological adaptation (Abid et al., 2021).

Key informants have shown unwavering devotedness to teaching. The results evidenced suggested that the unparalleled commitment and resiliency to teaching are seen in prompting evidence-based activities and aiding the students' learning needs which enhances academic outcomes of learning (Haryadi et al., 2021; Shay & Pohan, 2021). This allows students to build self–discipline,

and accountability in communicating with teachers whenever they need support which is an important attribute in staying on track with the learning goals.

The unconquerable spirit of science teachers in teaching is mainly attributed to their unfazed attitude when confronted with challenges and their steadfast dedication to teaching. As revealed in the findings of the subthemes they were constantly challenged in employing exciting and compelling methodologies and activities nonetheless science teachers continue to cope with them through establishing cognitive, pedagogical, and technological connections in the ongoing teaching methodology. Moreover, the unparalleled commitment and resiliency to teaching are put into practice in evidence-based activities, aiding the student's learning needs as well as the partnership with parents on how learnings will be competently conveyed.

As may be inferred from the key informants' words, accessibility in the face of assessment and change is essential. Findings indicated that assessments should be flexible and accessible in these challenging moments of learning continuity. Similarly, studies by Swartz et al. (2018) displayed that being attentive, receptive, reflective, and responding positively to the student's expressed needs can lead to students' participation empowerment. Thus, considerate utilization of applications that are more accessible and reduce time pressures assessment based on feedback influences students' desire to partake in every assessment; hence, students are given ample time for preparation (Wisniewski et al., 2020). Moreover, amid a pandemic crisis, teachers must extend empathy and care to students' assessment completions.

The changeability of assessments allows for adaptation and evolution, ensuring they remain relevant in assessing diverse skills and knowledge. However, maintaining a level of rigorousness is crucial to uphold the integrity and effectiveness of assessments in accurately measuring learning outcomes and fostering continuous improvement. As may be inferred from the key informants' words, accessibility in the face of assessment and change is essential. Findings indicated that assessments should be flexible and accessible in these challenging moments of learning continuity. Similarly, studies by Swartz et al. (2018) displayed that being attentive, receptive, reflective, and responding positively to the student's expressed needs can lead to students' participation empowerment. Thus, considerate utilization of applications that are more accessible and reduce time

pressures assessment based on feedback influences students' desire to partake in every assessment; hence, students are given ample time for preparation (Wisniewski et al., 2020). Moreover, amid a pandemic crisis, teachers must extend empathy and care to students' assessment completions.

The quotations above are issues of assessments that necessitate the credibility of what is intended to measure. The findings documented a challenge in the students' assessment results. Thus, the science teachers have observed students' answers are taken from the internet without any signs of rewording and citing sources. Ardelia & Tiyas (2019) mentioned that students should be taught the correct way of rephrasing so that they cannot be labeled as plagiarists. Moreover, they have echoed that they also felt a sense of doubtfulness; thus, students are copying answers from their classmates, and teachers are placed in the hot zone of wondering whether they have communicated their lessons effectively. Such concerns are attributed to the scope and limitations in the instructional implementations of the flexible learning modality.

Science teachers' assessment flexibility and concerns about outcomes veracity are the results of empathy for students learning in line with the instructional transitions. As revealed in the findings of the two subthemes, teachers have given students an opportunity to a more accessible and reduced time pressure the learning assessments. Also, teachers have displayed a high sense of attention and reflection in responding to students' expressed needs. However, despite the teachers' emphatic approach in these challenging moments of learning assessment and delivery, teachers are carrying the burden on the credibility of assessment results as well as innovating science instructions that strengthen the veracity of assessments.

CONCLUSION

The enactment of flexible learning modalities as an approach to learning continuity posed considerable challenges in the areas of instructional preparations, teaching, and assessment, as revealed in the experiences of the science teachers. Despite these challenges, science teachers never lose sight of teaching. Dedication and resourcefulness in teaching are the main reasons for teachers in staying track in the educational field. Collegial support from peers and a positive outlook were also helpful in building resiliency. Science teachers have learned to promote inter-collegial intellectual discussions, which allow them to fill in their gaps in teaching and seek areas for improvement.

The study recommends future studies that could explore other target populations, such as Filipino Science teachers teaching in the international arena and teachers teaching at the tertiary level. Although the teachers were able to adapt to the present changes, it is highly suggested to provide an avenue for them to voice their concerns and make them feel that support is there from the educational sectors.

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