

Teachers Perception on Unified Ready-made Daily Lesson Plan on National Learning Camp

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Abstract: *In hope of catering diverse learning needs NLC was implemented. This phenomenological qualitative research was conducted to volunteer teachers of Francisco P. Consolacion National High School, Macasing, Pagadian City which were conducting National Learning Camp in the summer of SY 2022-2023. The study involved five purposely selected teachers. A thematic analysis was employed to analyze the qualitative data. It was found out in the study that teachers have a high preference for ready-made lesson plan and it was highly recommended to be used in a regular class setting.*

Keywords— Unified Lesson Plan, Ready-made Lesson Plan, National Learning Camp

1. INTRODUCTION (*The Problem*)

Learning losses have significantly impacted the quality of education in the Philippines. National achievement tests (NATs) and international large-scale assessments (ILSAs) highlight the urgent need to enhance teaching support to improve students' academic performance (DepEd Order No. 14, s. 2023). In response, the Department of Education (DepEd) launched the MATATAG agenda through the National Learning Recovery Plan (NLRP), aimed at mitigating the educational disruptions caused by the COVID-19 pandemic.

One of the pivotal initiatives under the NLRP is the National Learning Camp (NLC), introduced in the summer of the 2022-2023 school year. Targeted at grade 7 and 8 students, the NLC seeks to address deficiencies in core subjects: Mathematics, Science, and English. The program, which ran from July 24, 2023, to August 25, 2023, divided participants into three sub-camps based on their learning needs. The participants of this remediation camp were divided into 3 sub-camps namely Intervention camp which caters non-readers and poor in numeracy learners, Consolidation camp that caters learners who has failing grades and with grades below the mark of 89 in Mathematics, Science and English and Enhancement camp that caters learners who have grades in Mathematics, Science and English from 90 above.

To cater to the diverse learning needs and alleviate the instructional preparation burden on teachers, DepEd provided unified ready-made lesson plans used synchronously by all NLC volunteer teachers nationwide. This initiative aimed to streamline lesson delivery and support teachers in creating an effective teaching-learning environment.

Lesson planning is a critical component of effective teaching. According to Alanazi (2019), meticulous lesson planning involves identifying learners' needs, setting appropriate objectives, selecting coherent content and teaching strategies, choosing instructional media, creating a conducive learning environment, and conducting effective assessments

(Burden & Byrd, 2019). Effective lesson planning reflects a teacher's competence and ensures successful student engagement and learning outcomes (Fitriati et al., 2023). Spooner et al. (2014) emphasize that lesson planning should involve students at all levels to ensure comprehensive learning.

However, lesson planning is time-consuming and can add to teachers' workloads (Saad & Shaharin, 2016; Gulen, 2013). Studies by Alarcon et al. (2019) reveal that many teachers, such as those in Chile, find lesson planning to be a demanding task that contributes to work overload.

Despite extensive research on the processes and principles of lesson planning, there is limited literature on the utilization of unified ready-made lesson plans. The NLC represents a novel approach to educational remediation, employing standardized lesson plans to facilitate consistent and effective instruction across the country. This approach necessitates an understanding of how these principles are applied and the perceptions of teachers regarding their implementation.

The researcher identifies a gap in exploring teachers' perceptions of using ready-made lesson plans during the NLC. This study aims to fill this gap by investigating the lived experiences and perceptions of teachers utilizing these lesson plans, thereby contributing valuable insights into the effectiveness and impact of such educational interventions.

2. REVIEW OF RELATED LITERATURES

2.1 National Learning Camp

In the summer of School Year 2022-2023 DepEd order no. 14, s. 2023 was released in line to address the learning loss brought about by Covid19 to learners who utilizes blended learning delivery methods. International assessments have found out that the learners in the country are performing less in the discipline of Mathematics, Science and English dragging the country second to the last in ranking on the entire world. Even before covid19 pandemic, the country has been struggling to improve its quality of learning. It has adapted foreign curriculum to address this problem and various

initiatives to address the different issues in Philippine education.

DepEd order no. 14, s. 2023 intends to mitigate learning loss in the discipline of Math, Science, and English on the country. It envelops various programs like reading and numeracy remediation program, other End of School Year Activities, and the National Learning Camp (NLC) for grades 7 and 8 learners.

NLC is a specified program intended only for grade 7 and grade 8 learners focusing on mitigating least learned competencies on Math, Science and English. To determine these least learned competencies, an online pretest has been conducted to all grade 7 and 8 learners all over the country. The result of the pre-test was utilized to design a general remedial lesson to all grade 7 and 8 learners of the country.

NLC is a remediation program that utilizes a ready-made lesson material including teachers lesson plan, teaching guide and learners learning workbook/worksheet that was utilized all throughout the country.

2.2 Lesson Planning

According to Singh (2008) there is nothing more fatal for a teacher to do than to face learners unprepared. The most crucial preparation before indulging into teaching is lesson planning. It is the first step prior for the learning process to come in. With a good planning, teachers delivering a lesson will be organized that it doesn't take much of teachers' time (Alanazi, 2019), teacher avoids teaching to be erratic and disorganized, and leads the objectives through activities, methodologies and pedagogical resources that facilitate learning (Alarcon et al., 2018), lessons are detailed and teachers are more confident that the learning has its goals (Emeliasari & Jubaedah, 2019). To Nurtanto et al., (2021) the key to successful educational delivery is the understanding and readiness of the teachers. They stressed out that successful implementation of learning greatly depends on how the teacher effectively plans the lesson (Alanazi, 2019). Fitriati et al., (2023) argued that lesson planning enables teachers to carefully reflect on the task and activities to be used in the classroom. A lesson plan is the blue print of what will take place during a class session. It shall contain the varied contextualized and differentiated activities which will guide the students to achieve the specific objectives that is indicated on the lesson plan. Most of the time a lesson plan contains learning objectives, the topic, process of different activities generalization of ideas and assessment.

2.3 Personalization of Lesson Plan

Alanazi, (2019) defined lesson planning as a systematic procedure of choosing what are to be learned and how the students will learn the lesson. Therefore, teachers must have the competent skill in designing a lesson plan efficiently to provide high quality learning (Fitriati et al., 2023).

Personalized preparation of lesson plans has been pushed by many scholars and researchers in the practice of education.

There has been many claims and proven studies that formulation of personalized lesson plan is highly effective in facilitating learning. According to Sam Redding (2013) when preparing a lesson plan, learners' perspective must be a paramount consideration. Learning is greatly influenced with how the teacher prepare the lesson plan. Lesson planning enables teachers to make guidelines in teaching practices, awareness in terms of objectives, structure of content, and performing activities in achieving the objectives (Singh, 2008). Personalized learning is indeed a popular approach all throughout the world. However, Bulger (2016) argued that rare are the studies that proves the efficacy of personalization of lesson planning in improving learning outcomes.

2.4 Lesson Plan Preparation is a teacher's Burden

On the context of lesson preparation for teachers, it has been sought that teachers are burdened so much in preparing a lesson. Alarcon et al., (2018) found out on their studies that teachers feel burdened in the preparation of lesson plan. Participants of their study highlighted that lesson preparation is imposition of the teachers work, it is an important task, and a hindrance to innovation. Lesson planning imposition pushes the teachers to treat it as formality to accomplish a teacher's duty. It has been sought by the teachers as requirement for compliance and much decorated like a Christmas tree for checking purposes only. This argument has been observed in many teachers in the country as it seems lesson planning preparation is way more important than the true purpose of teacher's presence inside the classroom. On the other hand, the implementation of NLC which utilizes a general, ready-made ready to use lesson plan has open the door to consider the use of readymade lesson plan in a classroom.

The presented literature above has pushed the researcher to understand the perception of the teachers who implemented National Learning Camp which utilizes a ready-made lesson plan.

2.5 Dewey's Experiential Learning Theory

This study is anchored on experiential learning theory of John Dewey. Teachers play a crucial role in the delivery of a lesson. According to T. Grady Roberts (2003) with in the proposed social environment of a learner, the teachers are the facilitator of learning and appropriate experience. The teacher is not the external boss or the sage in the stage rather, but the leader of the group activities. In relation to the context of lesson planning, teacher's involvement is important since teachers must primarily understands the content of the lesson and understands the individual learners. Roberts (2003) stressed out that teachers must connect the past learning experience of the learners to the lesson to generate concrete genuine learning. Yet, it is only possible if the teachers know as well the content of the lesson. He added that teachers are highly involved in content organization of the lesson plan as well as how will the learners experience the learning embedded within the lesson plan. In this manner teachers must be deeply involved in the preparation of lesson plan since

teachers plays a great role in the delivery of the lesson with restrictions as learning must be experienced by the learners rather than taking it directly from the teacher.

2.6 Theory of Constructivism

Constructivism theory in lesson planning has been also widely used. This theory was conceptualized through a collaborative effort of Jean Piaget, John Dewey, Lev Vygotsky and Jerome Bruner (Ramakrishna & Sawhney, 2012). According to them, constructivism is concerned with student's active participation in a learning activity utilizing problem-solving and critical thinking. In the context of teaching, teachers are facilitator at the same time a coach while also learning while guiding the students through stimulation and provocation of thinking. This means that teachers roles in lesson planning is highly needed to facilitate this kind of learning activities and must ensure that lesson plans must respond to the needs of the student in congruence to this principle.

The theories provided above highly stressed the importance of teachers' involvement in developing a lesson plan. However, this study will challenge these propositions as we are to understand the perception of the teachers in NLC who are using a readily made lesson plans in which their involvement on the development and preparation is none.

3 METHODS

3.1 RESEARCH DESIGN

The study employed Qualitative research approach specifically phenomenological research to draw out in dept perception of the lived experience (Kafle, 2013) of the teachers utilizing ready to use lesson plans during the NLC. Phenomenological approach was appropriate since the researcher needs to withdraw himself from the study to put aside his presuppositions to ensure a natural observation of the phenomenon (Beck, 2013). The research employed purposive sampling technique to ensure that the right perception will be coming out from the right participants who directly experienced the phenomenon. The study targeted NLC volunteer teachers who conducted classes at Francisco P. Consolacion National High School during the first cycle of NLC implementation. Participants included grade 7 and grade 8 junior high school teachers. Five participants were purposely chosen for an interview using interview guide to draw out the perception of the participants on the study. A thematic data analysis was employed to enable conceptual labeling and categorizing of the important data. An axial coding and a selective coding were employed to generate core categories and check conceptual density that were processed to generate the data themes.

4 RESULTS AND DISCUSSION

Volunteer teachers during the conduct of National Learning Camp who have been using unified ready-made lesson plans have expressed rich experiences and significant perceptions. After a thorough, thematic analysis of the data

gathered the researcher has come up with five themes along with its corresponding sub themes as follows: convenience and satisfaction out of ready-made lesson plan, teacher sought benefits of ready-made lesson plan, emerging challenges from ready-made lesson plan, teachers' mitigation for immediate problems on ready-made lesson, and teachers outlook for ready-made lesson plan.

4.1 Convenience and Satisfaction Out of Ready-Made Lesson Plan

NLC volunteer teachers had expressed convenience and feeling of satisfaction as they use ready-made lesson plan. They observed that teaching has been an easy task for them since they do not have to prepare for the lesson. Moreover, since the lesson plan was given, teachers will just facilitate the students to carry out these tasks. The lesson plan serves as a structured framework for learners instructional sessions that provides clear guidance to the students and facilitating teacher regarding the content to be covered, and the sequential order for presenting information (Alanazi, 2019).

Convenient and Hassle-Free Teaching. Teachers observed ease in doing teaching works as they are not labored in preparing the lesson plan during the learning camp. They felt that they were not overburdened during the NLC since most of the materials particularly the lesson plan was already provided. They have shared:

"It's easy for me as a teacher because it's unified... Everything is already prepared ... For me, it's easy when the lesson plan is ready-made ..." P-1

"Unified LP is very helpful... My work is much lighter because I don't have to create lesson plans for teaching... It reduces my workload." P-3

"It's very convenient, very okay... I feel happy using the ready-made lesson plan... In terms of content, it won't be a hassle anymore..." P-4

"The lesson is... less hassle, stress-free because it's ready-made... Overall, it's really good because sometimes we're a bit busy ... It's just easy ... I don't have to think too much because it's specific, what you do there..." P5

It is very evident on their statements that they feel the comfort that ready-made lesson plan has offered to them. The burden of a painstaking preparation of a lesson plan has been removed from their daily chores. According to König (2021) lesson planning is a very demanding work in terms of cognition. It must be thoroughly prepared. Teachers have been enduring sleepless nights just to write a lesson plan for the succeeding day lesson which exhaust them during the classes hours that might affect the quality of learning delivery. However, In the case of NLC, teachers were provided with a ready-made lesson plan from the national office which is already printed and to be carried out immediately by the teachers. Hence, they find it very helpful, convenient and feel hassle-free as they deliver the lessons.

Satisfaction and happiness in teaching. When NLC teacher volunteers use ready-made lesson plans, they felt satisfaction and happiness. Public teachers have been crafting their own lessons in the regular class. Its preparation takes a lot of time instead of doing other lesson preparations. Teachers are having hard time preparing their lesson plans (Emiliasari, 2019) specially in a Philippine public-school setting where teachers are doing various ancillary works (Nurtanto et al., 2021) which are separate work from teaching. Participants of the study revealed:

"I am happy because it's ready-made" P-2

"...It's pleasing for me. I feel happy using the unified lesson plan." P-3

"It seems better, more satisfying for me as a teacher..." P-4

This statements clearly manifest happiness and satisfaction as these teachers use ready-made lesson plan. According to Bajar et al., (2021) there are teachers who are struggling preparing learning plans specially when it the lesson is not their line of expertise. Some of the volunteer teachers in the NLC are teaching other subjects away from their major or subject expertise which makes it hard for them to prepare learning plans. However, by providing ready-made lesson plans, it enables them to deliver the lesson with ease thereby, making them feel happy and satisfied.

4.2 Teacher-sought Benefits of Ready-Made Lesson Plan

What is very rewarding to know in any program is the benefits that a teacher will receive. The use of ready-made lesson plan has offered a lot of benefits for the teachers who volunteered in the national learning camp. They have expressed various rich experiences that expresses benefits as they embarked on using ready-made lesson plan. With a lesson plan that's ready-made, necessary arrangements before the class starts is already set (Paniero & Toshihiko, 2020) hence, teachers have sought a lot of benefits.

Teacher Time Efficiency. The preparation of lesson plan has been sought as time consuming (Nurfitri et al., 2020) in the part of the teachers. However, in the case of NLC teachers who uses the ready-made lesson plans provided by the national office which is already printed out, they saved a lot of time. They revealed:

"I saved time, energy, and even brain cells...It reduces the time and energy I would have expended compared to creating the lesson plan on my own..." P-1

"What's the benefit for the teacher? It's called a time-saving benefit...The teacher can save time... They can just study, so the time is lesser." P-3

"I don't have to prepare that much." P-4

"The benefit is that you don't have to spend a lot of time preparing your lesson...Time-efficient, it's also aligned, right?" P-5

Considering these statements, it is very clear that these teachers sought time saving benefits when they use a ready-made lesson plan. They don't have to a lot time making the lesson plan, they don't need to spend time thinking what should be taught on the succeeding days as it was already set in the provided lesson plan. What teachers need to do is just have to modify and localize the content of the lesson plan instead of crafting it from the top to bottom which really takes a lot of time.

Focused Teaching. Teachers with a ready-made lesson plan can save a lot of time thereby, directing other extra time and attention to other necessary instructional functions. When teachers use ready-made lesson plans they can focus on teaching which is technically facilitating learning process (Mojumder, 2022). He cited that the role of teachers were not to fill students with knowledge but help them cultivate the need to learn. In this manner the teacher can focus on ways to create strategies on how to facilitate the learning of the students. Participants of the study stated:

"It's a relief that the lesson plan is already provided, this way I won't have any difficulties, and I can just focus on studying it to ensure a smooth delivery...It's like having a guided blueprint that allows me to be ready to engage in the field...When the lesson plan is already provided, I can expand on my ideas and immediately connect them to existing ones." P-1

"It's easy to study and find strategies to teach that the students can easily understand... So, you can focus more on the teaching-learning process with the aid of those materials." P-2

"If the teacher is not too exhausted, they can focus better in the room... They are ready to teach by the following day." P-3

"You can focus more on teaching, sir...Nothing more, you can focus more on the students because it's one less problem—the task of creating a lesson plan." P-4

"Yes, exactly! It's less hassle when everything is ready, and teachers can focus on teaching without additional concerns...You can focus on the IM's." P-5

Teachers have expressed a lot of focus in teaching when they are not crafting the lesson plan. They can put their concentration on how to facilitate the delivery of the lessons (Mojumder, 2022) to the students since they have ample time in doing so. Thinking about how the lesson will be delivered as stipulated in the plan takes time as well to put it into action. Teachers with ample time, can focus on strategies to use to effectively carryout the planned lesson. Contextualization and localization will be easier to do since the focus of the teacher is directed to implementation since the lesson plan was already there provided by other party.

Stress-Free Teaching. There is nothing more rewarding than a stress-free teaching work (Alizadegani et al., 2013; Khan et al., 2018) which in result increase productivity of teachers. When teachers are stressed in teaching, quality of

learning is not assured (Alizadegani et al., 2013). In the case of NLC volunteer teachers, they found the ready-made lesson plan beneficial as they feel stress free while teaching. They revealed:

"Personally, I tend to come up with ideas just before the 11th hour...So, if it is ready-made, it's all set! I don't need to cram." P-1

Well... the benefit is that you don't have to create a lesson plan...Aside from not creating a lesson plan, you just need to read it...That's why I prefer not to create; I'll just read, study, modify, make adjustments, find strategies, and explore other resources." P-2

"Since the worksheets are already provided in the NLC, there's no need for extra work...You just have to impart your knowledge, techniques in answering, and strategies on how to develop and harness the students' potential on the topic..." P-3

"Yes, it's not a hassle in the part of the teacher...Because you teach every day, and if you have to create a lesson plan every day, especially during vacations, it becomes challenging..." P-4

"Yes, exactly! It's less hassle when everything is ready, and teachers can focus on teaching without additional concerns..." P-5

Teachers who uses ready-made lesson plan finds it stress free. They express feeling of ease since their work load was lessen. It is remarkable to note that one of the participants used to work out on a lesson plan in 11th hour as it seems for the participant to become elated when it is almost dateline. However, the participant expresses episodes of cramming though which makes it hard and stressful for the participant to craft a lesson plan. Thus, availability of lesson plan eases the stress of cramming in preparing the lesson plan in the neck of time. Other participants have also expressed hassle free teaching as they use ready-made lesson plan. Having a stress-free teaching practice, increases efficiency of teachers. According to (Alizadegani et al., 2013) when teachers are stress free, they are highly motivated to teach hence, they are more effective in the classroom and can move out of their comfort zones pushing their limitations in facilitating learning to the students.

Assured Teaching Quality. The bottom line of teaching endeavor is the assurance that quality learning has been delivered to the learners. The teachers have expressed this as they used ready-made lesson plan. They fervently expressed:

"Yes it's really helpful because it's well-structured. It starts with easy levels, then progresses to an average difficulty level, and eventually becomes challenging. The progression in difficulty is well-organized in the instructional materials, making it a great resource." P-2

"Even the students benefit; they don't need to bring paper or many notebooks because they already have the workbook...In terms of resources, the teacher doesn't need to prepare other resources." P- 3

"Having ready-made materials ensures the quality of instruction in the classroom." P-4

These volunteer teachers expressed that using ready-made lesson plan assures quality of learning. Having ample time, stress free and focused teaching practice, it enables them to deliver quality education to the learners. It is remarkable to note that students are even benefited since teachers had the time to contextualized, thereby providing materials to students for free without asking students to bring one them.

4.3 Emerging Challenges from Ready-Made Lesson Plan

Teachers have sought various problems when using ready-made lesson plan. However, they treat it as challenges which enables them to formulate and come up with solutions. It is undeniable that lesson plan is best when it is personalized since the teacher knows what are the quality of the students and how to adjust in terms of crafting a lesson plan (Peniero & Toshiko, 2020). Since ready-made lesson plan was made by couple of people, it has posed various challenges specially in the utilization of diverse and unique localities.

Student Reading Skills. One of the problems that the teachers noticed in the use of ready-made lesson plan was the readiness of the students in terms of reading skills. The lesson plan was highly designed for students who can read. Though students were selected to be enrolled depending on their capacity, there are some students who are enrolled in consolidation camp that are nonreaders. Since the lesson plan is designed for readers, teachers are having hard times to carry out the lesson to the non-readers. They revealed:

"Not all students in the intervention camp can comprehend everything...Their vocabulary is more limited compared to the intervention camp...Even the directions for a specific activity are difficult for them to understand, so you need to translate it word for word if possible...When you modify them, it's not feasible to teach them in straight English because they might not understand. So, when that happens, I also explain the activities to them in the vernacular... There are some activities that, while you may find them interesting because they offer a new perspective for the students, are not applicable to all students, especially in the intervention camp" P-1

Participant 1 as English teacher observed that students who are non-readers are having hard time coping up with the nature of the lesson provided by the ready-made lesson plan. Since they lack reading skills, the teacher is having hard time to carry out the activities in the ready-made lesson plan. However, the teacher found out various ways in addressing the challenge. The participant added:

"I repeatedly have them read the text and review these words so that they can memorize them...The goal is for them to recognize these words the next time they see them, so they'll become familiar with reading...The challenge lies in how they can analyze and comprehend the content" P-1

This action implies that teachers are having problems in dealing with students who cannot read while using ready-made lesson plan however, teachers are doing various modifications and other remedies to ensure that despite these problems, the teacher can still carry out the lessons on the ready-made lesson plan.

Lesson Complexity. Lesson from a single source is narrowed down to the capacity and scope of knowledge and understanding of that person. Consideration to the capacity of learners who are to receive the lesson is impossible as the vastness of recipient is too wide. This why teachers see ready-made lesson plan as complex in the sense that some of its content is hard to understand for teachers themselves especially the students who receives it. They revealed:

"The challenge lies in how they can analyze and comprehend the content...By the second meeting, you need to modify it right away to keep the students engaged..." P-1

"Ah... so the problem there is... number one... you need to study again because not all lessons are retained in your brain, so you have to restudy. It's really a challenge for me because I need to review and solve problems again...Teaching their content to the students is challenging... "Aside from solving, I need to search on YouTube and the internet to find resources on how to solve a particular topic. It's a challenge for me because it divides my attention—I have to focus on studying instead of just teaching..."Yes, tutorials, reading other modules, simple techniques... that's what I consider my challenges, and I'm actively seeking solutions for them." P-2

"It's like I'm still starting with intervention but more towards the higher level of intervention, so it's like... it's difficult to explain, it's just that... it might be difficult for the students to grasp, especially after we finish all the lessons... yes, because, you know, there are times when one lesson is more challenging, then there's a part that's easier, so they struggle with that... but it's finished anyway." P-5

Lessons on the ready-made lesson plan was designed unanimously to mitigate the least learned competencies determined after the assessment thus, some teachers find it hard to understand along with the student. It can also be observed that some teachers who volunteer as NLC teachers where not expert on the subjects they are teaching since not all teachers volunteered for the program. However, these teachers find the way to solve the problem by themselves. They manage to understand the complexity of the lesson and formulate solutions that enables them to smoothly deliver the lesson to the students since they have ample time to prepare.

Continuity and Sequencing. Teachers have observed that the lesson topic was jumping from one topic to the other. Lessons from the ready-made lesson plan was not written in an inter-related continuous process instead, lessons were unanimously selected. The participants said:

"Teaching their content to the students is challenging...Their subject lessons lack alignment and integration...It becomes difficult to teach because when we reach lesson ten, the topic of sets comes back in lesson eleven...You'll be surprised how their lessons quickly jump from one topic to another... for example, in lesson one, all the questions are grouped together, from question number one until the end of lesson one. Then, when you move to lesson two, the continuity is lost. So, the momentum in learning is disrupted." P-2

Since the participant 2 was a mathematics enthusiast and was assigned to teach mathematics despite being a TLE teacher in nature, he find it hard to teach the content of the ready-made lesson plan. He observed that the lesson was jumping from one topic to another different topic which was not related to the previous. The teacher added that there has been no integration to other discipline which makes it very hard for students to relate into a real-world setting. On the other hand, it can be understood that NLC was designed to mitigate least learned competencies which are collection of topics and surely unrelated from each other. Remediation classes topics are naturally collective topics that are most of the time not interrelated since this are drawn from the results of general assessment made prior to NLC remediation classes.

Delayed Delivery and Clerical Errors. National Learning Camp is a national program. All the materials including the ready-made lesson plan was supposedly be delivered from the central office, to the regional office down to the division offices and to the school. However, it took them at least 2 weeks to deliver the printed materials including the Lesson plan which forces the teachers to do their own end to produce materials. Another set back from the Lesson plan was clerical errors. Teachers have a lot of concerns on the crafting and printing of the materials. They stated:

"In that situation, it's unavoidable to have some clerical errors, which is normal. So, it's all up to the teacher to handle...I forgot about those clerical errors that I noticed." P-2

"Another thing we observed is the use of color. DEPED is trying to save money, so they print in black and white... There's a lesson there about shells, and the color of shells is pink, but in the printout, it appears black because of the black and white printing... So, that's one of the issues, not attractive for the children to look at because they prefer colorful materials " P-3

Teachers have observed that there has been errors on the printing of the NLC materials and the lesson plan. One of their struggles was the black and white print out of the ready-made lesson plan which greatly compromises the identification of sample pictures in the lesson. There are some pictures of a shell identifying its color in the lesson activity which cannot be identified since the printout was black and white. Teachers have concluded that the department must have been saving money however, it greatly compromises the quality of learning and the ease of utilization of the materials since the teachers must acquire the soft copy of the lesson plan and printout the colored version.

Learner - Centered Localization. Teachers utilizing the ready-made lesson plan have seen the need for localization of the content of the lesson. The ready-made lesson plan was made unified all over the country. It was deliberately crafted by handful of people with minimum understanding of student and teacher recipients as well as the school community where they belong. Thus, it really make sense that there are some activities in the lesson which needs to be modified and localized according to the needs of the students. They revealed:

"Ah, that's also an issue with the unified lesson plan because you can't contextualize or localize it for your learners...It seems like there's a need for modification to make it fit for the learners in my class, as there might be parts that are not applicable here...The lesson plan should be localized, like it has already been modified, so at least that part is covered." P-1

"Yes, the students should be able to relate to it... Yes, the students should be able to relate to it... It's quite... it's not really suitable for the learners because, for me, it's like placing the learners there... in the consolidation or what is this... consolidation... the second one... Ah, consolidation... then it seems like it's still far from the level of consolidation, but its grade is for consolidation... the classification seems correct... but in terms of knowledge, it should be placed in the class..." P-2

"Yes, it's indeed a crucial aspect that needs adjustment because the activities may not be suitable for all students." P-3

"Some are fast learners, while others may need more support... Adjustments are necessary to cater to the diverse learning needs of students." P-4

"Those slow learners, who need more explanation on lessons... I make adjustments." P-5

These statements clearly depict the necessity to localize the materials specially the lesson plan used by the teachers. Individuality and diversity of students are inevitable which may not be addressed directly by the ready-made lesson plan

thus, teachers found it necessary to localize the lesson plan in a learner-centered manner (Landas & Alova, 2022). This has been a challenge for the teachers since they have to replace other activities in the lesson plan to suit the need of the learners

4.4 Teachers' Mitigation for Immediate Problems on Ready-made Lesson plan

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made lesson plan however, teachers are doing various modifications and other remedies to ensure that despite these problems, the teacher can still carry out the lessons on the ready-made lesson plan.

Lesson Complexity. Lesson from a single source is narrowed down to the capacity and scope of knowledge and understanding of that person. Consideration to the capacity of learners who are to receive the lesson is impossible as the vastness of recipient is too wide. This why teachers see ready-made lesson plan as complex in the sense that some of its content is hard to understand for teachers themselves especially the students who receives it. They revealed:

"The challenge lies in how they can analyze and comprehend the content...By the second meeting, you need to modify it right away to keep the students engaged..." P-1

"Ah... so the problem there is... number one... you need to study again because not all lessons are retained in your brain, so you have to restudy. It's really a challenge for me because I need to review and solve problems again...Teaching their content to the students is challenging... "Aside from solving, I need to search on YouTube and the internet to find resources on how to solve a particular topic. It's a challenge for me because it divides my attention—I have to focus on studying instead of just teaching..."Yes, tutorials, reading other modules, simple techniques... that's what I consider my challenges, and I'm actively seeking solutions for them."P-2

"It's like I'm still starting with intervention but more towards the higher level of intervention, so it's like... it's difficult to explain, it's just that... it might be difficult for the students to grasp, especially after we finish all the lessons... yes, because, you know, there are times when one lesson is more challenging, then there's a part that's easier, so they struggle with that... but it's finished anyway." P-5

Lessons on the ready-made lesson plan was designed unanimously to mitigate the least learned competencies determined after the assessment thus, some teachers find it hard to understand along with the student. It can also be observed that some teachers who volunteer as NLC teachers where not expert on the subjects they are teaching since not all teachers volunteered for the program. However, these teachers find the way to solve the problem by themselves. They manage to understand the complexity of the lesson and formulate solutions that enables them to smoothly deliver the lesson to the students since they have ample time to prepare.

Continuity and Sequencing. Teachers have observed that the lesson topic was jumping from one topic to the other. Lessons from the ready-made lesson plan was not written in an inter-related continuous process instead, lessons was unanimously selected. The participants said:

"Teaching their content to the students is challenging...Their subject lessons lack alignment and integration...It becomes difficult to teach because when we reach lesson ten, the topic of sets comes back in lesson eleven...You'll be surprised how their lessons quickly jump from one topic to another... for example, in lesson one, all the questions are grouped together, from question number one until the end of lesson one. Then, when you move to lesson two, the continuity is lost. So, the momentum in learning is disrupted." P-2

Since the participant 2 was a mathematics enthusiast and was assigned to teach mathematics despite being a TLE teacher in nature, he finds it hard to teach the content of the ready-made lesson plan. He observed that the lesson was jumping from one topic to another different topic which was not related to the previous. The teacher added that there has been no integration to other discipline which makes it very hard for students to relate into a real-world setting. On the other hand, it can be understood that NLC was designed to mitigate least learned competencies which are collection of topics and surely unrelated from each other. Remediation classes topics are naturally collective topics that are most of the time not interrelated since this are drawn from the results of general assessment made prior to NLC remediation classes.

Delayed Delivery and Clerical Errors. National Learning Camp is a national program. All the materials including the ready-made lesson plan was supposedly be delivered from the central office, to the regional office down to the division offices and to the school. However, it took them at least 2 weeks to deliver the printed materials including the Lesson plan which forces the teachers to do their own end to produce materials. Another set back from the Lesson plan was clerical errors. Teachers have a lot of concerns on the crafting and printing of the materials. They stated:

"In that situation, it's unavoidable to have some clerical errors, which is normal. So, it's all up to the teacher to handle...I forgot about those clerical errors that I noticed."P-2

"Another thing we observed is the use of color. DEPED is trying to save money, so they print in black and white... There's a lesson there about shells, and the color of shells is pink, but in the printout, it appears black because of the black and white printing... So, that's one of the issues, not attractive for the children to look at because they prefer colorful materials " P-3

Teachers have observed that there has been errors on the printing of the NLC materials and the lesson plan. One of their struggles was the black and white print out of the ready-made lesson plan which greatly compromises the identification of sample pictures in the lesson. There are some pictures of a shell identifying its color in the lesson activity which cannot be identified since the printout was black and

white. Teachers have concluded that the department must have been saving money however, it greatly compromises the quality of learning and the ease of utilization of the materials since the teachers must acquire the soft copy of the lesson plan and printout the colored version.

Learner - Centered Localization. Teachers utilizing the ready-made lesson plan have seen the need for localization of the content of the lesson. The ready-made lesson plan was made unified all over the country. It was deliberately crafted by handful of people with minimum understanding of student and teacher recipients as well as the school community where they belong. Thus, it really make sense that there are some activities in the lesson which needs to be modified and localized according to the needs of the students. They revealed:

"Ah, that's also an issue with the unified lesson plan because you can't contextualize or localize it for your learners...It seems like there's a need for modification to make it fit for the learners in my class, as there might be parts that are not applicable here...The lesson plan should be localized, like it has already been modified, so at least that part is covered." P-1

"Yes, the students should be able to relate to it...Yes, the students should be able to relate to it...It's quite... it's not really suitable for the learners because, for me, it's like placing the learners there... in the consolidation or what is this... consolidation... the second one...Ah, consolidation... then it seems like it's still far from the level of consolidation, but its grade is for consolidation... the classification seems correct... but in terms of knowledge, it should be placed in the class..." P-2

"Yes, it's indeed a crucial aspect that needs adjustment because the activities may not be suitable for all students." P-3

"Some are fast learners, while others may need more support...Adjustments are necessary to cater to the diverse learning needs of students." P-4

"Those slow learners, who need more explanation on lessons...I make adjustments." P-5

These statements clearly depict the necessity to localize the materials specially the lesson plan used by the teachers. Individuality and diversity of students are inevitable which may not be addressed directly by the ready-made lesson plan thus, teachers found it necessary to localize the lesson plan in a learner-centered manner (Landas & Alova, 2022). This has been a challenge for the teachers since they have to replace other activities in the lesson plan to suit the need of the learners

4.5 Teachers' Outlook for Ready-made Lesson Plan

The teachers have sought their future plans and suggestions on what to do with ready-made lesson plan as perceived from the experiences they had after using the readymade lesson plan during the national learning camp. It is natural for teachers to find an outlook on what to do with an existing program specially when it is for the sake of students.

Preference for Ready-Made Lesson Plan. Teachers who volunteer during the NLC had expressed their preference in the utilization of ready-made lesson plan. They greatly appreciated the benefits they've experience when they use ready-made lesson plan during the NLC. The revealed during the interview:

"But for me, on a regular basis, I would prefer it if the plan is already there." P-1

"In reality, it's more practical to go with ready-made, preferably unified."P-2

"Yes, I will prefer a ready-made...Yes then the teacher, It is okay for me that the head office will disseminate readymade lesson plan...For example, in the division of Pagadian City... Yes... then after that, they disseminate it to the teachers... It's better if there's a ready-made lesson plan that can be used continuously, just like that" P-3

"Ah, I still prefer ready-made because, personally, it can still be modified. If it's allowed and stated in the memo that modifications are acceptable, that would be fine with me." P-4

"Personally, I prefer ready-made plans because I can easily customize them, and I don't have to start from scratch...I can also gather ideas from the lesson plans created by other teachers, especially those that meet high-quality standards, as they are likely crafted by experts in the field. I hope it will be realized because actually, back in the BEC curriculum, they already had a unified lesson plan." P-5

Teachers preference for ready-made lesson plan is strong. They even see themselves using ready-made lesson plan in a regular class setting. They greatly found ready-made lesson plan beneficial for them. They also stress out the need for higher ranking personnel to prepare the ready-made lesson plan to be used. It seems that teachers greatly trust the personnel in the division office to create the unified ready-made lesson plan that will be used all throughout the division. It has been used before the K-12 implementation (Landas & Alova, 2022). Hence one of the participants find it nostalgic the use of ready-made lesson plan during the NLC.

Ready-Made Lesson Plan for Other Purposes. Ready-made lesson plan has been sought by the teachers for other academic purposes as well. They have observed other academic

activities that can benefit from using ready-made lesson plan. They revealed:

"Ah, yes. If it's ready-made, the lesson plan is unified, so it means the exams are unified as well. It seems like it could be used for a division-wide assessment." P-4

"If DEPED provides us with ready-made lesson plans, workbooks, and worksheets, it would be very helpful for teachers because it would lessen the workload...In fact, Ma'am Peralta from the division suggested that teachers collaborate and create lesson plans in advance, but it did not materialize." P-5

Teachers have seen the opportunity of ready-made lesson plan. It can be a venue to conduct a unified assessment. If teachers are using unified-ready-made lesson plan, then it is not impossible to utilize unified assessment. In this way, students may practice answering exam questions which are PISA standard. NLC was made into action for the purpose of improving PISA performance of the country. Having a unified lesson plan will enable the whole department to use unified test questions or assessment. In this way we can design an assessment using PISA standard questions.

Learner Centered Lesson Plan. In any lesson plan preparation, teachers must see to it that it addresses the academic needs of the learners. Lesson plans must be specific in a way that it will address learners need yet at the same time diversity sensitive. Lesson plan that is ready-made must consider all kinds of learners. They revealed:

"If you're new to the field, of course, you'll be happy because there's no need to prepare a lesson plan... So, in my opinion, the key is the modification of some activities to accommodate and engage learners and ensure they enjoy the learning process since teaching is learner-centered... it's okay if all the students are readers, who can analyze, and can comprehend everything. In that case, modifications would still be necessary." P-1

"However, on our side, we should also consider the needs of our clients, the students. They are diverse, not the same as those in the city. They have unique circumstances, so even with a ready-made plan, it doesn't mean we should strictly adhere to it." P-3

"Yes, because you yourself know the needs of your students... Yes, because it's not the same for everyone even if it's the same subject. Students are different, so it really depends on you since you personally know your students." P-4

"Yes, because the methods used here can also be applied elsewhere—it just depends on the delivery." P-5

Teachers express their desire to have a unified ready-made lesson plan that is need sensitive for the students. They want the ready-made lesson plan to be more responsive. They also express their willingness to modify the lesson plan if it doesn't meet the needs of the students

5 SUMMARY, FINDINGS, CONCLUSION AND RECCOMENDATIONS

Summary

This study was conducted on volunteer teachers participating in the National Learning Camp. The researchers found that those utilizing unified ready-made lesson plans reported significant positive experiences and perceptions. Thematic analysis of the gathered data revealed five main themes: convenience and satisfaction, teacher-sought benefits, emerging challenges, teachers' mitigation strategies for immediate problems, and teachers' outlook for ready-made lesson plans.

The first theme, "Convenience and Satisfaction Out of Ready-Made Lesson Plan," highlighted the volunteers' appreciation for the ease and satisfaction derived from using pre-prepared lesson plans. Teachers observed that teaching became a more straightforward task as they did not have to spend time preparing lessons, allowing them to focus on facilitating student learning. This convenience was particularly crucial during the NLC, where the lesson plans were provided by the national office, eliminating the burden of last-minute preparations.

The second theme, "Teacher-Sought Benefits of Ready-Made Lesson Plan," underscored the various benefits teachers sought in using ready-made lesson plans. Time efficiency emerged as a key advantage, as teachers did not have to spend extensive hours crafting lesson plans. This time-saving aspect allowed them to focus on delivering quality education and facilitating the learning process. The teachers also highlighted stress-free teaching, increased focus on instruction, and the assurance of teaching quality as additional benefits.

The third theme, "Emerging Challenges from Ready-Made Lesson Plan," delved into the challenges faced by teachers using ready-made lesson plans. Issues such as student reading skills, lesson complexity, continuity and sequencing, delayed delivery, clerical errors, and the need for learner-centered localization were identified. Despite these challenges, teachers demonstrated resilience and devised strategies, such as modifying lesson plans and ensuring flexibility in teaching methods, to address immediate issues.

The fourth theme, "Teachers' Mitigation for Immediate Problems on Ready-Made Lesson," highlighted the proactive measures teachers took to address challenges during the NLC. Localization and modification of lesson plans emerged as effective strategies, allowing teachers to tailor lessons to students' needs. Teaching flexibility was also crucial, enabling teachers to adapt to unforeseen circumstances and ensure successful lesson delivery.

The fifth theme, "Teachers' Outlook for Ready-Made Lesson Plan," explored teachers' perspectives on the future use of ready-made lesson plans. Teachers expressed a strong preference for ready-made lesson plans, emphasizing their benefits and proposing their use in regular class settings. Additionally, teachers saw potential applications beyond the NLC, suggesting that unified lesson plans could facilitate standardized assessments and be adapted to learner-centered needs.

Conclusion

In conclusion, the results of this study highlighted the positive impact of ready-made lesson plans on volunteer teachers during the NLC, despite the emerging challenges. Teachers' proactive approaches and favorable outlook suggest the potential for continued use and improvement of unified lesson plans in the educational context not only for NLC but also into the regular classes in the public schools.

Recommendations

Based on the findings of this study, it is recommended that educational institutions and program organizers consider the widespread adoption and integration of unified ready-made lesson plans in various educational settings. The positive experiences and perceptions reported by volunteer teachers during the National Learning Camp (NLC) highlight the potential benefits of using pre-prepared lesson plans.

1. Implementation in Regular Classes

The study indicates that teachers expressed a strong preference for ready-made lesson plans and even envisioned their use in regular class settings. Therefore, educational institutions could explore the implementation of unified ready-made lesson plans in standard classrooms. This can lead to increased time efficiency, reduced stress for teachers, and a more focused approach to delivering high-quality education.

2. Professional Development

As teachers have highlighted the benefits of ready-made lesson plans, it is recommended that professional development programs be designed to train educators in effectively utilizing and adapting such lesson plans. Workshops and training sessions can be organized to familiarize teachers with the best practices for integrating these plans into their teaching methods.

3. Continuous Improvement

Acknowledging the challenges identified in the study, there should be ongoing efforts to address and improve the quality of ready-made lesson plans. Regular feedback mechanisms, involving teachers and educational experts, can contribute to refining the content and structure of these plans. This iterative process ensures that the lesson plans remain relevant and effective in diverse educational settings.

4. Adaptability for Diverse Learners

To address the challenges related to learner-centered localization and diverse student needs, it is recommended that lesson plans be designed with adaptability in mind. Providing guidelines for teachers to modify and customize lesson plans based on the specific requirements of their students can enhance the effectiveness of ready-made materials.

5. Integration with Standardized Assessments

The study suggests that unified ready-made lesson plans could facilitate standardized assessments. Educational institutions may explore aligning these plans with standardized testing frameworks to ensure consistency in evaluating student learning outcomes. This integration can contribute to the overall improvement of educational quality and assessment practices.

6. Further Research

While this study provides valuable insights, further research is recommended to delve deeper into the long-term effects of implementing unified ready-made lesson plans. Investigating the sustained impact on teaching quality, student performance, and overall educational outcomes will contribute to a more comprehensive understanding of the benefits and potential challenges associated with this approach.

The positive experiences of volunteer teachers in the NLC suggest that unified ready-made lesson plans have the potential to enhance teaching practices and improve the overall educational experience. By considering the recommendations outlined above, educators, policymakers and other researchers can work towards the successful integration of these unified ready-made lesson plans into broader educational contexts.

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