

Teaching Technique and Learners' Motivation in the Post-Covid Landscape

Jane Pendulas

Abstract:- The purpose of the study was to determine the influence of teaching techniques on learner's motivation. A total of 74 students in the public elementary Schools in Sta. Ana District, Davao City division were identified through stratified random sampling. The study utilized a descriptive-correlation design. An adapted survey questionnaires were utilized which centered on teaching techniques and learner's motivation. Mean, Pearson r, and regression analysis were used as statistical tools of the study. Results revealed on the level of teaching techniques in the post COVID landscape in terms of: (1) lecture methods, (2) facilitation methods, and (3) instructional material which was all described as Very High which indicates that it was always evident in school. In addition, on the level of learner's motivation in the post COVID landscape in terms of: (1) attitude, (2) participation, (3) homework, and (4) grades, for the attitude and participation it garners a very high mean score which means that it was always evident. Meanwhile, for the homework and grades it garnered a high score which means that it was oftentimes evident. Further, it showed a significant relationship between teaching techniques and learner's motivation. Moreover, facilitation methods and instructional material significantly influenced the learner's motivation.

Keywords:- Teaching Techniques, Learner's Motivation, Facilitation Methods, Lecture Methods, Instructional Materials, Attitude, Participation.

I. INTRODUCTION

The COVID-19 pandemic has negatively affected students' lives in many ways, including concerns about their mental and physical health, disruptions to their social lives, socioeconomic issues, future uncertainties, and most of all, academic difficulties. Scott et al. (2021) discovered that among these elements, concerns about academics—more especially, academic motivation—were most prevalent among learners. While some factors that affect student motivation are still out of a teacher's control, there are a number of teaching techniques that teachers may use to create a more stimulating environment in the classroom.

According to Abdillah & Sueb (2022), teachers and students' perceptions of modified learning activities were greatly impacted by the transition from pandemic to post-pandemic. Schools returned to offline learning under particular conditions during this transitioning period. To get things back to normal during the new normal time, the education field must adjust to the new circumstances and

adhere to strict health requirements and regulations (Saepul & Mashur, 2020). Due to the health constraints that have been relaxing since early 2022, the abrupt change from online learning to partial or blended learning have a huge bearing on students' motivation to learn (Kinasih & Olivia, 2022).

Being the primary figure in education, teachers need to be skilled and knowledgeable enough in order to be able to motivate their learners, especially after they faced several academic challenges during the COVID-19 pandemic. Teachers must take into account the unique characteristics of each of his or her students and adapt their instructional strategy suitably. It is very crucial for teachers to understand the need to be motivated in doing their work well, so as to have motivated learners in the classroom.

When pupils are motivated by a desire to learn, it will be simple for them to succeed in doing so. However, the function of the teacher in motivating children to learn is quite difficult. A range of teaching techniques are needed in order to pique pupils' interests. As has been stated, the teacher's ability to keep students motivated determines what happens in the classroom. As a result, teachers' teaching techniques are crucial in bringing about changes in the classroom (Barberos, Gozalo, & Padayogdog, 2022). This has been vital because low student motivation issues have been present in schools all across the world.

According to several researches, the sudden switch to online education at the beginning of the pandemic drastically decreased certain aspects of students' motivation, such as the study conducted by Hilpert, Bernacki, and Cogliano (2021) which aimed to evaluate the effects of the COVID-19 disruption on students in the United States. The study's findings showed that disruptions in learning led to significant declines in student motivation, quadratic changes in self-reported coping methods, increases in students' perceived expenses, and mental exhaustion.

Dsouza (2022) conducted a survey in schools belonging in India and United Arab Emirates to ascertain the impact of covid-19 on student's motivation in educational institutions. This research found out that the motivation for majority of students has decreased in an online learning scenario due to COVID-19. Similarly, a survey of 10,000 students in elementary through high school grades conducted last year by the Benesse Educational Research and Development Institute and the Institute of Social Science at the University of Tokyo revealed that a record 54.3 percent of students lacked motivation to study (Musico, 2022).

Meanwhile, in spite of worries that the switch to distance learning during the pandemic would negatively affect at-risk college students' motivation and persistence, a study by Cromley and Kunze (2021) in Illinois, the United States, found that some biology students' interest in their studies and motivation increased. The impact was different for each student in the poll of 182 undergraduates across all demographic groups: some were more motivated, others were less driven, and some showed no changes in their degree of interest in the subject.

In the Philippines, a study conducted by Bebo and Bual (2022) in Northern Negros Occidental assessed the motivation and perception of Grade 12 public school students in the COVID-19 pandemic setting. In general, the result of the study shows that the students are highly motivated to learn. Similarly, according to the study by Avila and Genio (2020) carried out at Polytechnic University of the Philippines-Ragay, Camarines Sur Campus, the students agreed that they are motivated to learn during the online sessions, and they frequently used learning strategies to encourage self-paced learning. The results suggest that despite the challenges, students can be motivated to learn online with the right aid, support, and encouragement.

Meanwhile, in Davao Region, the research of Gonzaga (2022) sought to examine the role that self-efficacy and motivation had in mitigating the relationship with academic stress and academic burnout among online course students during the COVID-19 Pandemic. According to the findings, students taking online classes in the Davao Region reported high levels of academic stress, moderate levels of academic burnout, and low levels of motivation and self-efficacy.

With the above manifestations, the researcher is prompted to pursue this study to assess students' motivation in the science subject in the post pandemic. Limited literature has been identified that focuses on the relationship between student motivation and teacher's teaching technique in science in the post pandemic. Thus, it is urgent to pursue this study to determine the link between the two variables.

The main purpose of this study determined the level of teaching techniques of teachers and level of learners' motivation in the post-COVID landscape.

Specifically, this study aimed to answer the following questions.

- *What is the level of teacher's teaching techniques in the post COVID landscape, in terms of:*
 - Lecture Method
 - Facilitation Method
 - Instructional Materials
- *What is the level of learner's motivation in the post COVID landscape, in terms of:*
 - Attitude
 - Participation
 - Homework
 - Grade

- *Is there a significant relationship between teacher's teaching techniques of teachers and learners' motivation in the post-COVID landscape?*
- *Which domain of teacher's teaching techniques significantly influence the learners' motivation in the post-COVID landscape?*
- Ho₁. There is no significant relationship between teacher's teaching techniques and learners' motivation in the post-COVID landscape.
- Ho₂. None of the domains of teacher's teaching techniques significantly influence the learners' motivation in the post-COVID landscape.

II. METHOD

This section presents components of the method used in the study. These are research design, research respondents, research instruments, data gathering procedure, ethical considerations, and data analysis.

This study utilized descriptive-correlation design. Descriptive design aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. Also, it can use a wide variety of research methods to investigate one or more variables (McCombes, 2022). In this context, this design aimed to determine the level of teaching techniques of teachers and learners' motivation in the post-COVID landscape. Further, Creswell (2012) indicates that correlational designs provide an opportunity to predict scores and explain the relationship among variables. In the context of the study, this determined the relationship between teaching techniques of teachers and learners' motivation in the post-COVID landscape. Also, this aimed to determine the influence of teacher's teaching techniques on the learners' motivation.

In this study, the respondents were elementary students enrolled in Sta. Ana District, Davao City Division, totaling 74 students determined by Tabachnick and Fidell's (2007) calculation for sample size in regression analysis, using the formula $n = 50 + 8(m)$, where 50 and 8 are constants and m represents the number of independent variables. The independent variable examined was teaching techniques of teachers, resulting in a sample size of 74 students selected via stratified random sampling. Hayes (2022) describes stratified random sampling as dividing a population into smaller subgroups or strata based on shared attributes. For this study, students were chosen from various clusters within the division. The study applied specific inclusion criteria: students enrolled in Sta. Ana district in Davao City, regular attendees in the 2022-2023 school year, and Grade 4-6 pupils, while excluding students in lower grades.

The researcher utilized adapted survey questionnaires on teaching techniques and learner motivation, originally developed by Barberos, Gozalo, and Padayogdog (2022). Each questionnaire comprised 5-item statements. The adapted instruments demonstrated good reliability, with a Cronbach's alpha coefficient of .832. Additionally, the questionnaires underwent content validation by a panel of

experts from various institutions, whose feedback was carefully considered by the researcher. Prior to final administration, the instruments underwent pilot testing, revealing reliability indices of .859 for the teaching technique questionnaire and .909 for the learners' motivation questionnaire.

The study went forward on a structured process that began with the acquisition of permissions from higher authorities, such as the Dean of the Graduate School of Rizal Memorial Colleges and the Office of Division Superintendent. Expert validators and a pilot testing on a group of 25 students who were not included in the study were employed to conduct content validation and pilot testing to guarantee questionnaire reliability. In order to establish trust with respondents, questionnaires were administered in person, allowing for adequate time for completion prior to retrieval. The Statistical Package for the Social Sciences (SPSS) was then employed to conduct data analysis, ensuring that the statistical treatment was robust and that the organization's formatting requirements for interpretation and reporting were met.

The researcher followed RMC's Research Ethics principles throughout, ensuring social value, informed consent, risk assessment, privacy, confidentiality, justice, transparency, researcher qualification, facility adequacy, and community involvement. The study investigated how teachers' techniques influence learner motivation, benefiting administrators with post-pandemic teaching insights and teacher development opportunities. Teachers could refine skills and consider graduate studies, while students could boost motivation and subject proficiency. Consent was obtained clearly and respectfully, with approval from the Schools Division Superintendent. Data security was prioritized, and fairness upheld in data collection and reporting. Participants were treated equally, compensated, and informed fully. Facility access and community

engagement were pivotal to ethical conduct and broader impact.

The following statistical tools were used to answer the research questions: Mean and standard deviation was used to assess the level of teacher's teaching techniques and learners' motivation in the post-COVID landscape. Meanwhile, Pearson r was used to determine the relationship between teachers' teaching techniques and learners' motivation in the post-COVID landscape. Lastly, Linear Regression Analysis was used to determine the influence of teachers' teaching techniques on learners' motivation in the post-COVID landscape.

III. RESULTS AND DISCUSSIONS

This chapter highlights the results and discussion of the study. The presentation starts from the descriptive analysis of teaching techniques and learner's motivation followed by the discussion on the correlation between the two variables. The presentation ends with the influence of teacher's teaching techniques on learner's motivation.

➤ *Level of Teacher's Teaching Techniques the Post COVID Landscape*

Table 1 shows on the Summary on the Level of teacher's teaching techniques in the post COVID landscape which are measured by three indicators namely: (1) Lecture methods, (2) Facilitation methods, and (3) instructional Materials. The mean ratings of these indicators are as follows: *Lecture Methods* (4.25) was very high, which means that it was always evident. *Facilitation Methods* (4.50) was very high, which means that it was always evident. *Instructional Materials* (4.31) was very high, which means that it was always evident. The overall mean rating was 4.35 or very high, which means that the Level of teacher's teaching techniques the post COVID landscape was always evident.

Table 1. Level of Teacher's Teaching Techniques the Post COVID Landscape

| No. | Indicators | Mean | Descriptive Interpretation |
|----------------|-------------------------|-------------|----------------------------|
| 1 | Lecture Methods | 4.25 | Very High |
| 2 | Facilitation Methods | 4.50 | Very High |
| 3 | Instructional Materials | 4.31 | Very High |
| Overall | | 4.35 | Very High |

To clarify an idea or alter a hazy concept in order to improve the status of the educational process, a teacher uses a collection of teaching techniques, which may be characterized as an integrated organization of resources, devices, tools, and educational attitudes. Additionally, it seeks to enhance the teaching strategies, the conditions and skills of the teachers, and the curricula. As a result of scientific advancement during the last few years, numerous technological methods have emerged. As a result, a variety of cutting-edge technological tools, including computers and satellites, have been developed in the field of science (Elhashash, 2022).

In the Philippines, the study of Francisco and Celon (2020) looked at how teachers' instructional strategies affected their students' academic achievement. The findings showed that different instructional techniques have various effects on students' academic achievement in the subjects of English, mathematics, science, Filipino, and araling panlipunan. This implies that each unit of improvement in the aforementioned instructional management strategies could result in a corresponding rise in students' academic performance. The teachers' planning, teaching, and assessment strategies did not result in any appreciable combined effects on the academic performance of the students in the five curriculum-required content areas.

➤ *Level of Learner's Motivation in the Post COVID Landscape*

Table 2 shows the Summary on the Level of learner's motivation in the post COVID landscape which are measured by four indicators namely: (1) attitude, (2) Participation, (3) Homework, and (4) Grades. The mean ratings of these indicators are as follows: (1) attitude (4.27) which was

described as Very High, (2) Participation (3.73) which was described as High., (3) Homework (3.52) which was described as High, and (4) Grades (3.90) which was described as High. The overall mean rating is (3.86) or High which indicated that the level of learner's motivation in the post COVID landscape is always evident in the school.

Table 2. Level of Learner's Motivation in the Post COVID Landscape

| No. | Indicators | Mean | Descriptive Interpretation |
|----------------|---------------|-------------|----------------------------|
| 1 | Attitude | 4.27 | Very High |
| 2 | Participation | 3.73 | Very High |
| 3 | Homework | 3.52 | High |
| 4 | Grades | 3.90 | High |
| Overall | | 3.86 | High |

The results indicated showed a Very High mean score in the attitude domain which was also supported by Madjar, Shklar, & Moshe (2016) that it is ultimately students' attitudes regarding their commitment that may make the critical difference toward ensuring positive learning outcomes, despite the sincerest efforts of parents to assist children at home and the thoughtful planning of teachers to meet academic objectives. If students put out the necessary effort to complete tasks and then see the advantages for their learning, homework assignments are likely to be most effective.

Additionally, positive attitude of students is a good start for the student's learning process. In contrast, if students have a negative attitude they will tend to avoid, despise, and withdraw from them (Sriyanti, 2021). This will hinder their ability to learn. We can draw the conclusion that students' attitudes can reveal how they feel about the subjects they are learning.

➤ *Significant Relationship Between Teaching Techniques and Learner's Motivation in the Post COVID Landscape*

Table 3 presented the Significant Relationship between Teaching techniques and learner's motivation in the post COVID landscape. The Pearson Product Moment Correlation (Pearson r) was applied for the two (2) variables on their significant relationship. The results appeared a computed p-value of .000 which was lower than the .05 level of significance. Thus, the null hypothesis was rejected since the value denotes of having a significant relationship.

Furthermore, the computed r-value of 0.87 denotes the correlation between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a strong significant relationship between Teaching techniques and learner's motivation in the post COVID landscape. Consequently, it is expected that positive teaching technique would contribute to an increase on the learner's motivation.

Table 3. Significant Relationship between Teaching Techniques and Learner's Motivation in the Post COVID Landscape

| Variables | | r-value | Statistical Description | p-value | Decision |
|-------------------------|--------------------------|---------|-------------------------|---------|--------------|
| Teaching techniques (x) | learner's motivation (y) | 0.87 | Strong correlation | .000 | Reject H_0 |

Effective teaching is always necessary for achieving the desired results. As students differ from one another and improve learning opportunities for these differences, good teaching is important and helpful in a variety of ways (Ediger, 2010). Many studies found that teachers' academic and professional qualifications had a significant impact on student academic performance, such as the study conducted by Habib et al (2004), which sought to determine whether factors such as classroom teaching methodology influenced academic success. The data was quantitatively analyzed, and the results revealed that factors such as teaching methodology influenced students' academic scores.

➤ *Significant Influence of Teaching Technique on Learner's Motivation in the post COVID landscape*

Table 4 exemplifies the Significant Influence of Teaching technique on Learner's motivation in the post COVID landscape. The results showed that Facilitation method obtained the highest beta of 0.504. It indicates that Facilitation method has the highest degree of influence on learner's motivation compared to instructional material with 0.487. Moreover, as indicated by an F-value of 84.63 with a corresponding p-value of 0.000, the regression model is therefore significant. Thus, it leads to the rejection of null hypothesis. Therefore, the two indicators namely, facilitation method and instructional material of teaching techniques predicted learner's motivation.

In addition, the R-squared of 0.784 signifies that 78.4 percent of the variation in learner's motivation is explained by the predictor variables. This would mean that 21.60

percent of the variation can be attributed to other factors aside from the predictor variables.

Table 4. Significant Influence of Teaching Technique on Learner's Motivation in the Post COVID Landscape

| Teachers Performance | | | | |
|-------------------------|-------|-------|-------|------|
| Independent Variables | B | Beta | t | Sig. |
| Constant | .423 | | .977 | .332 |
| Lecture Methods | -.016 | -.010 | -.120 | .905 |
| Facilitation Method | .484 | .504 | 6.709 | .000 |
| Instructional Materials | .432 | .487 | 5.653 | .000 |
| | | | | |
| R | 0.885 | | | |
| R ² | 0.784 | | | |
| ΔR | 0.784 | | | |
| F | 84.63 | | | |
| p | .000 | | | |

A study conducted by ICA-SAE (2005) that facilitated learning encourages students to exert more control over their learning. As a facilitator and organizer who offers resources and help to learners, the trainer's role changes. As they come up with and put into practice answers to difficulties, problems, or other developmental issues, the participants in turn learn with and from each other. They might also choose their own goals and be in charge of learning evaluation. University education and more rigorous study are where the strategy is most frequently applied. Although it is unlikely that trainers in the archiving area will be able to use it exclusively, it does provide some ideas and approaches that can be used into training sessions that last for several days. With facilitated learning, the trainer supports and facilitates the participants who develop and shape their own learning goals and achievements, in contrast to individual learning where the trainer becomes very involved and attentive to each participant's particular needs.

According to Tovaglieri (2023), Teachers and educational leaders have a profound and ongoing duty to students when it comes to learning facilitation approaches. Although the idea of the teacher as a facilitator may be new, it has long been necessary. Not all teachers are intrinsically capable of supporting learning and assessment in practice. It is impossible to overestimate the value of promoting learning. Facilitating learning is a strategy that educational leaders and instructors can use to create a skilled workforce that will drive society for years to come.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were offered:

On the level of teaching techniques in the post COVID landscape in terms of lecture methods was always evident, in terms of facilitation methods was always evident. And, in terms of instructional materials was always evident.

On level learner's motivation in the post COVID landscape in terms of attitude was always evident. In terms of participation was always evident. In terms of homework was oftentimes evident. And, in terms of Grades was oftentimes evident

Clearly, the findings inferred a strong significant relationship between the Teaching techniques and learner's motivation in the post COVID landscape of the Elementary students of Sta. Ana District, Division of Davao City.

For the regression test analysis, the results showed that Facilitation method obtained the highest beta of 0.504. It indicates that Facilitation method has the highest degree of influence on learner's motivation compared to instructional material with 0.487. Moreover, as indicated by an F-value of 84.63 with a corresponding p-value of 0.000, the regression model is therefore significant. Thus, it leads to the rejection of null hypothesis. Therefore, the two indicators namely, facilitation method and instructional material of teaching techniques predicted learner's motivation. In addition, the R-squared of 0.784 signifies that 78.4 percent of the variation in learner's motivation is explained by the predictor variables. This would mean that 21.60 percent of the variation can be attributed to other factors aside from the predictor variables.

The following suggestions were offered based from the conclusions of the study:

The Department of Education should strengthen and sustain the teaching competencies of teachers by engaging them to relevant professional trainings and seminars. Regular monitoring and evaluation of the teaching competencies of teachers may be conducted and provide more opportunities to teachers that they may explore their full potentials and serve meaningfully in transferring knowledge to the students.

➤ Teachers

The teacher may engage the learners to more productive activities that may enhance motivation of the learners through classroom management strategies. Teachers may improve their teaching techniques to promote more learning activities that encourage learners to feel more confident in themselves as they complete their assigned schoolwork and interact with people in their community without so much hesitation.

➤ Learners

The learners may be given more attention on the development of their motivational aspects. They may be exposed to more activities that promotes their self-image and be comfortable with the presence of other people to promote their social life.

To have another panoramic view on the study, future researchers may explore other avenues on the different aspects of teaching techniques and learner's motivation that was not included in this study.

REFERENCES

- [1]. Abdillah, J. A. & Sueb, S. (2022). Students' Learning Motivation Toward the Implementation of Blended Learning During Post-Pandemic EFL Classroom. Retrieved from: <https://www.neliti.com/publications/522423/students-learning-motivation-toward-the-implementation-of-blended-learning-durin>
- [2]. Avila, E. C. & Genio, A. G. (2020). Motivation and Learning Strategies of Education Students in Online Learning during Pandemic. Retrieved from: <http://psychologyandeducation.net/pae/index.php/pae/article/view/506>
- [3]. Barberos, M. T., Gozalo, A., & Padayogdog, E. (2022). The Effect of the Teacher's Teaching Style on Students' Motivation. Retrieved from: <https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching>
- [4]. Beboso, C. G. & Bual, J. M. (2022). Students' Motivation and Perception in Learning Social Science Using Distance Learning Modality during COVID-19-Pandemic. Retrieved from: <https://philarchive.org/archive/BEBSMA>
- [5]. Cromley, J. & Kunze, A. (2021). Study examines how pandemic-related changes affect college students' motivation. Retrieved from: <https://news.illinois.edu/view/6367/1284569716>
- [6]. Ediger, M. (2010). Collaboration versus individual endeavors in the curriculum Education. 2011; 132(1):217-220. Retrieved from: <https://eric.ed.gov/?id=EJ1193699>
- [7]. Elhashash, M. (2022). The Concept of The Teaching Methods and Teaching Techniques and Their Most Important Forms in the current Ages. Retrieved from: <https://blog.praxilabs.com/2019/03/14/the-concept-of-the-teaching-methods-and-teaching-techniques-and-their-most-important-forms-in-the-current-ages/>
- [8]. Francisco, C. D. C. & Celon, L. C. (2020). Teachers' Instructional Practices and Its Effects on Students' Academic Performance. International Journal of Scientific Research in Multidisciplinary Studies. Retrieved from: <https://files.eric.ed.gov/fulltext/ED607985.pdf>
- [9]. Gonzaga, M. (2022). Mediating Effect of Academic Self-efficacy on the relationship between Academic Stress and Academic Burnout of Online Class Students during the COVID-19 pandemic in Davao Region. Retrieved from: https://www.researchgate.net/publication/361576705_Mediating_Effect_of_Academic_Self-efficacy_on_the_relationship_between_Academic_Stress_and_Academic_Burnout_of_Online_Class_Students_during_the_COVID-19_pandemic_in_Davao_Region
- [10]. Habib, K., Shah, D., & Khawaja, S. H. (2004). Comparing school performance to understand which schools are doing better by assessing and comparing quality of education. Islamabad: Academy of Educational Planning and Management, Ministry of Education. Retrieved from: https://www.researchgate.net/publication/299224256_A_study_on_Comparing_School_Performance_to_Understand_which_Schools_are_doing_better_by_assessing_and_comparing_quality_of_education_Academy_of_Educational_Planning_and_Management_Ministry_of_Educatio
- [11]. Hilpert, J. C., Bernacki, M. L., & Cogliano, M. C. (2022). Coping with the transition to remote instruction: Patterns of self-regulated engagement in a large post-secondary biology course, Journal of Research on Technology in Education, 54.
- [12]. ICA-SAE. (2005). Facilitated learning. Retrieved from: <http://www.ica-sae.org/trainer/english/p13.htm>
- [13]. Kinasih, P. R., & Olivia, O. (2022). An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class. Journal of Languages and Language Teaching, 10(3), 315. Retrieved from: <https://doi.org/10.33394/joltt.v10i3.5435>
- [14]. Madjar, N., Shklar, N., & Moshe, L. (2016). The role of parental attitudes in children's motivation toward homework assignments. Psychology in the Schools, 53(2), 173–187.

- [15]. Musico, J. (2022). Unmotivated to study: Covid-19 negative impact on schoolchildren. Retrieved from: <https://www.pna.gov.ph/articles/1172595>
- [16]. Saepul, U. & Mashur, S. (2020). Effectiveness of Discrete Mathematics Learning in New Normal Era on Student's Learning Achievement. *Uniqbu Journal Of Exact Sciences (UJES)*, 1(1), 41–45.
- [17]. Sriyanti, I. (2021). Sikap Siswa Dalam Belajar Matematika Melalui Model Pembelajaran Learning Cycle 5E [Students' Attitudes in Learning Mathematics Through the 5E Learning Cycle Model]. *Pasundan Journal of Mathematics Education (PJME)*, 11(1), 36–49.
- [18]. Tovaglieri, F. (2023). Facilitating Learning: What Senior Leaders in Education Should Know? Retrieved from: <https://hospitalityinsights.ehl.edu/facilitating-learning-education>