

A Sudden Shift: Students', Teachers', and Parents' Adaptation to Learning during and after Covid-19 Learning

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ABSTRACT

The Covid-19 pandemic has affected different aspects around the globe, including education. This condition has initiated a sudden shift in teaching and learning model applied at school, from offline into fully online, then shifted into hybrid and offline learning. This sudden shift on teaching and learning model surely influenced not only the students, but also teachers and parents. The specific impact to mention was unprepared and appalling psychological and physical condition. Therefore, an in-depth qualitative case study method was carried out with an objective to analyze students', teachers' and parents' views and perceptions towards the learning during and after Covid-19 pandemic. An open-ended questionnaire and a follow-up interview were used to collect data from 34 participants. The collected data was then evaluated and categorized, after which the categories were identified and interpreted. The results showed that there are several implications for students', teachers', and parents' adaptation toward the sudden shift of teaching and learning methodologies. Furthermore, it is also confirmed that in terms of physical readiness teachers and parents tended to encounter more challenges compared to the students. Meanwhile in terms of psychological readiness three of them seemed to meet a similar amount of challenges. Nevertheless, these challenges did not seem to reduce their overall perception of the learning adaptation.

Keywords: Covid-19 pandemic, Learning adaptation, Online learning, Offline learning, Perceptions.

INTRODUCTION

The Covid-19 pandemic has affected aspects around the world, including education. It has influenced over 90% students globally (Sharma, A., & Alvi, I., 2021). Schools have been currently facing a completely new and unexpected situation, catching students, teachers and parents unprepared. School characteristics have been shifted that contributed many adverse effects (Onyema et al., 2020). During the pandemic, teaching and learning methodologies, then, have been altered into online based in which technology takes significant roles. The use of technology itself is not merely for pedagogical purposes but also as a means to prevent the effects of Covid-19 pandemic (Ananga, 2020). However, at the beginning there was short chaos in teaching activities. (Xiao, C. & Li, Y. 2020)

Schools needed to formulate strategies to cope with the disruptions in education in order to be able to restore their educational function (Karalis, 2020). Furthermore, teachers, who were reluctant to utilize the available technology for their teaching prior to the pandemic, had no option to make use of online resources in order to facilitate the teaching and learning process during pandemic (Bans-Akutey, A., 2020). Teachers' disabilities in accessing and taking control of technology was another problem (Lestiyawati & Widyantoro, 2020), and it is verified that there are still many teachers who were not fully familiar with the online learning methodologies (Jena, 2020). This certainly altered the teaching and learning process and led to forced adaptation of e-learning methodologies. Not only teachers who had to adapt and perceive challenges, but

also students and parents. The learning environment as well as tools to facilitate online learning must be prepared to keep the synchronous meetings as it was experienced in offline class (Meulenbroeks, R., 2020). Meanwhile, this obligation to provide online learning facilities for students has become a burden to parents (Inawati & Setyowati, 2020; Ma, S., Sun, Z., & Xue, H. 2020). This was due to the lack of teaching facilities and unsupportive learning infrastructures. (Fitrianto, 2020)

The main problems dealing with the presence of learning facilities include the ownership of smartphones or computers, data plan subscription, network limitation, limitation of learning media, etc. (Lassoued, et.al., 2020; Muhdi, et.al., 2020; Rasmitadila et al., 2020). As technological tools become the most urgently needed learning medium, the absence of

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technological tools have assuredly made students unable to learn effectively. Not only the difficulties in providing the facilities but it was also found out that parents in Indonesia as well as China have been complaining for not yet being trained with online learning (Dong, Cao, & Li, 2020). Most parents did not have adequate competence to be part of in students' learning (schooling) process (Rahman, A. 2020). Furthermore, many parents are so busy with their work that they are unable to assist their children's learning (Putra, Liriwati, Tahrim, Syafrudin, & Aslan, 2020). Garbe et al. (2020) revealed that parents were facing adversity in balancing their time and responsibilities, providing motivation, gaining access, and evaluating their children's learning outcomes. Parents' competence and the limitation of resources as well as parents' time have somehow forced schools to work even harder by having teachers regularly visit the students in the study group. (Munastiwi, E., 2021)

Furthermore, not only challenges dealing with the learning facilities, sharp difference between offline classroom learning and online form also created another problem to face (Rapanta et al., 2020), such as issues dealing with students' the lacking of motivation, interaction and socialization (Bao, 2020; Mukhatar et al., 2020). Students' lack of motivation while attending online learning was examined by Alba-Linero (202) and revealed that 90% of students were demotivated as the online learning form required more effort for them to learn. They had to struggle not only with their learning mastery but also with limited internet connection as well as technology devices (Hebebcı et al., 2020; Kado et al., 2020; Yılmaz İnce et al., 2020). Besides, students think that during their attendance in online learning they encounter the lack of communication with classmates, a drawback in having practical and collaboration skills with classmates in solving problems. (Dai, N., 2021)

Adnan (2020) even severely emphasizes that online learning methodologies cannot get effective results in developing countries as it must dwell in both technical and monetary problems. The lacking or even the absence of learning facilities as well as interaction certainly affected students' psychological condition. Szabó, 2019 alarmed by the decreasing of students' motivation due to the less interaction and relationship between students and teachers. Hence, it is no wonder that in some countries, most of the students also claimed that they prefer offline learning to online form as online learning cannot replace the classroom (Abbasi et al., 2020; Kedraka & Kaltsidis, 2020). Students' preferences on offline learning is not only triggered by the challenges and students' dissatisfaction, but also students' characteristics such as their educational background and academic performance. Furthermore, according to a study conducted by Xhelili, et al (2021), dealing with the technology adaptation process, students perceived that technology must be integrated gradually, not suddenly integrated. Accordingly, higher education and schools as well as teachers should not only

focus on the adoption of the online learning system but also on the development and improvement of the learning quality itself (Affouneh et al., 2020).

As the online learning methodologies took place, however, the return of the methodologies to normal learning methodologies (offline learning) was not also an instant transition. Students have started to get familiar with the online learning and see the advantages on the online learning methodologies, such as the flexibilities to learn at anytime and anywhere, easy ways to communicate, and its efficiency in which they do not need to commute to go and from school (Song, Y., et.al., 2021). Teachers' role in preparing relevant, easily understood and compelling learning materials as well as engaging students in online forum discussion have assisted students online learning well (Islam, et. al, 2020). By engaging students in online discussion forum, students have experienced effective interaction not only among them but also with the teachers (Islam, et. al, 2021; Kanık, 2021). Furthermore, Ali et al. (2020) also verified that there were only a few number of the students from the total students' group who admitted their ease in online learning. This acceptance of online learning as they owned adequate learning facilities, such as computers to help them access the learning materials easily and more comfortably (Ali, et. al., 2020).

Meanwhile, from the parent's, teacher's as well as school's point of view, the return of learning methodologies from online to hybrid and offline methodologies subsequent to Covid-19 pandemic was also not an easy thing to do. Along with the jurisdictions, they needed to evaluate perils differently and take preventive actions in order to hinder other waves of COVID-19 outbreaks (Daniel, S.J., 2020). Moreover, they would need to prepare for some strategies in assisting students to retrieve students' learning deterioration due to Covid-19 pandemic. (Daniel, S.J., 2020)

Students,' teachers,' as well as parents' perception subsequent to the Covid-19 pandemic has not been clarified. To date, several studies have been conducted on the teaching and learning process due to Covid-19 pandemic. Most of the research has been conducted mainly during Covid-19 pandemic and dealing with students' and/or teachers' perspectives (Abbasi, S., et.al., 2021; Adnan, M., 2020; Hebebcı, M. T, et.al., 2020; Islam, Md. et al., 2021; Rasmitadila, et.al., 2020; Sharma, A., & Alvi, I., 2021; Xhelili, P et.al, 2021) and teachers' burnout (Sokal, L., et.al, 2020). However, a few studies examine the teaching and learning process after Covid-19 pandemic (Rapanta, 2020). There is almost no research studying perceptions of adaptation in learning during and after Covid-19 pandemic in the Indonesian context.

In order to know how students, teachers, and parents adapt to this sudden learning methodologies (from offline to online, then shifted to hybrid or full offline again), it is important to know students', teachers', and parents' opinions. Therefore, this

study is aimed to examine the readiness as well as flexibility of students, teachers, and parents toward the sudden shift in learning methodologies based on their views. In order to define the aims, the following research questions were addressed.

1. How do students, teachers, and parents perceive about their readiness for an abrupt shift in learning methodologies as a result of the covid-19 pandemic?
2. How adaptable are students, teachers, and parents to the sudden shift in learning methodologies due to covid-19 pandemic?

METHOD

Research Design

In order to scrutinize students', teachers' and parents' adaptation during and after Covid-19, a qualitative case study approach was employed. This approach was administered as the study required comprehensive information on the different aspects of the issue (Almeida, F. & Monteiro, J., 2017; Morgan, 2007). Likewise, by employing a qualitative method, incalculable feedback and responses could be accommodated.

Participants

The study was conducted in English classes in a high school in Indonesia. In this study, we examined 23 students, 6 teachers, and 5 parents. From the total 34 participants, 20 of them are female and 14 are male. Participants volunteered to join the study by filling the given questionnaire. All of the 34 participants who responded to the given questionnaire were confirmed for their participation within the study. The profiles of the respondents were presented in Table 1. A follow-up interview took place in order to elucidate the participants' responses to the questionnaire.

Data Collection Tools

The data obtained through an open ended questionnaire and a follow-up interview were analyzed using an inductive analysis method (Akay, et.al, 2014). Open- ended questionnaires were used to extract a large amount of information as the respondents could express themselves in their own way more freely (Farrell, 2016; Fontana & Frey, 2000). Table 2 displayed guidelines for the questionnaire.

Data Analysis

The questionnaire was sent to the participants. Subsequent to the questionnaire, an interview was conducted to provide a comprehensive clarification on the participants' responses. Then, the data obtained from the questionnaire and interview were transcribed. As these data were qualitative, we adopted a thematic analysis approach. The collected data were examined and grouped according to themes that emerged.

Table 1: The Profile of the Respondents

<i>Position/Role</i>	<i>Total number</i>	<i>Number of males</i>	<i>Number of females</i>
Students	23	11	12
Teachers	6	2	4
Parents	5	1	4
Total	34	14	20

Table 2: Open-ended Questionnaire Guidelines

<i>Questions</i>
How do you feel about the sudden changes of teaching and learning methodologies during and after pandemics?
What reasons or what triggers you to have such feelings?
How are you prepared to face the changes in the teaching-and learning methodologies during and after pandemics?
What kinds of adaptations have you made?
Are you easily adaptable?
How helpful/ unhelpful is the adaptation you have made?
How does your adaptation affect your learning?

Then, the similar items and concepts were coded, organized, and grouped. By grouping and differentiating the data, the categories were identified (Ezzy, 2002). Finally, the data was then accordingly interpreted.

FINDINGS

Three primary themes emerged from our analysis of the data sources in this study: physical readiness, psychological readiness, and flexibility. In addition, we identified a variety of challenges and conflicts encountered by the students, teachers, and parents during the adaptation process.

Students', Teachers' and Parents' Perceptions on Physical Readiness

All students, parents and teachers indicated that one of the most successful aspects in learning adaptation during and after Covid-19 pandemic was physical readiness. This physical readiness did not only deal with health or body condition, but also the presence of learning facilities as well as other reassuring items for learning. Comments about learning facilities that must be prepared immediately to suit with the learning methodologies were among the most common and prominent throughout all of the data sources collected in this study.

From the teachers' and parents' perspective, as they were the ones who had to prepare for the students' learning media and facilities, the shift from offline to online learning methodologies required more adaptation on physical readiness. At the beginning of the pandemic, for example, learning facilities and media must be already ready in order to make the teaching and learning take place. One parent even stated in her interview that she was impressed for her speedy adaptation toward the quick learning alteration during pandemic:

"It couldn't actually be called an adaptation. It was more like a compulsion or a trapped condition in which whether we liked it or not, we must prepare a particular learning room for our son with a good Internet connection and electronic device in order to enable him to learn well. I was also shocked by my own ability to be able to help him understand difficult materials. I was not sure though, whether my understanding was 100% correct or not. Yet, knowing that my son could pass the exam well with a satisfying score had already made me relieved."

Another parent noted in the interview that maintaining good and health body condition was the most important adaptation over all:

"During this condition, I think the most important adaptation is maintaining our health. Yes, it's true that we have to adapt in terms of providing learning facilities and assistance for our kids' schooling. However, we could not do all those adaptations if we are in an unhealthy condition. So, my priority is to adapt to the health of my family by living a healthy lifestyle."

These responses matched teachers' perception on physical readiness. In the questionnaire, one teacher noted that "Teaching media and electronic devices are the most important physical adaptation." Another teacher wrote that "I was struggling to adapt with the use of technologies in teaching, not only during pandemic but also subsequent to pandemic as I think that I still need to use technology in my offline class to grab my students' attention." This matched the students' reflection on the use of technological media by their teachers in the classroom. However, as the students were not the one who prepared the media and due to their characteristics as Z-generation, they did not find fraught adaptation dealing with the use of technology. The parents', teachers', and students' responses presented a different urgency on physical readiness among parents and teachers as well as students. Besides, it seemed that adaptation on physical readiness was carried out more by the parents and teachers than by the students.

Furthermore, students', teachers' and parents' perception toward during and after pandemic learning methodologies revealed that they had more affirmative attitudes toward face-to-face or offline learning. Most of them preferred to have offline learning as they did not need to prepare learning facilities as much as when they joined online learning methodologies. Besides, this finding could also be because of the limited time spent for the online learning methodologies that enabled them to get used to online learning which was considered as a new learning method for them.

All students, teachers, and parents agreed that the school's support for offline learning was better compared to online learning. That could be as part of the school's incaution of the online learning methodologies. Therefore, they perceived

that school physical readiness in conducting offline learning subsequent to Covid-19 pandemic was adequate.

Students', Teachers' and Parents' Perceptions on Psychological Readiness

Students', teachers', and parents' perceptions on psychological readiness was another theme present throughout all of the data sources. Aspects that were included in psychological readiness were students' awareness, mood, behavior, and thought content. In many cases, all respondents (students, teachers, and parents) suggested that they need to manage their feelings and mindset toward the altered learning methodologies during both, during and after Covid-19 pandemic.

In some cases, the respondents (students, teachers, and parents) indicated that the learning quality in online class was not similar to what they have experienced in offline class, which made them tend to perceive online class undesirably. Many parents indicated that the need to adapt physically by preparing learning facilities and assistance impacted on their psychological unpreparedness. The incapability of parents to assist their students' learning, in many cases, contributed to unharmonious parents-children relationships. Several times, in the interview, parents admitted that "I had trouble helping my kids' learning," "I am not mentally ready to be a teacher for high scholars," "It is challenging to keep track of my kids' use of internet to avoid bad practices," and "The needs to be involved in the schooling process have driven me crazy."

In addition to parents' psychological unpreparedness, most teachers indicated that the sudden changes in teaching and learning methodologies and the compulsion for them to prepare 'normal' teaching and learning service in all conditions were really stressful for them. They elaborated that the unpredictable situation forced them to work longer than their regular working hours. Furthermore, complaints from students' parents and public opinions that tended to accuse teachers for 'not really teaching' during online class also created certain burden for them:

"I am so emotional when I read social media accusing teachers for not working and just letting parents teach their kids. They do not know if we work even harder and excessively during online classes. We have to prepare more and assess more, they just don't want to know about it though. It's so frustrating, isn't it?"

Another teacher also stated in the interview that the difficulties in managing and controlling online classes gave psychological challenge for her:

"It's pretty hard to ensure that your students are really there, that they really listen to your explanation and understand the materials. Furthermore, it's also hard to confirm whether they are being honest during the exam."

It is even more challenging to get your students engaged in your class and be punctual in submitting their tasks."

"Offline learning must take place really soon as we have to immediately find and employ strategies to recover students' learning loss. They may acquire many other skills during learning at home, but it is another burden for us to find out that there is a decline in the students' understanding about the materials within the curriculum."

These challenges, in turn, made parents and teachers prefer having offline learning to online learning. As the school announced their plan for having offline classes subsequent to the pandemic, teachers and parents perceived the plan positively.

Beyond teachers' and parents' enjoyment of having the learning methodologies going back to offline form, however, many students' reflection contained denial comments, such as "I am not ready for offline class," "I feel nervous for joining offline class," "I get used to online learning," and "I still want to have online class." In the interviews, they expanded further on these ideas. Some of them suggested that the online class be lengthened and some others stated that there must be a transition period for them to get used to offline class over again. They noted that the time flexibility, easiness to access different sources, and more chances given for them to access their gadget are part of their reasons. The majority of comments made by the students in both the questionnaire and the interviews showed that they enjoyed learning from home.

"Although it is harder to understand the teacher's explanation during online learning, I enjoy it more. Online learning has lessened my pressure, especially when I have to present or join tests. I have chances to read while presenting and check different sources that can help me to respond to my teacher's questions."

Nevertheless, there were also many students who stated that offline classes needed to be conducted soon and they did not need transition time for their adaptation as they had experienced offline learning for their whole learning experiences before the pandemic. Students who were within this group were all from 12th grade. They pointed out their needs to be more focused in learning and having learning assistance, interaction as well as bonding with the teachers and other students. Additionally, they acknowledged psychological challenges due to the absence of direct interaction and communication with classmates. One student expanded on these ideas at length in his interview:

"I think I am ready enough to be back at school and I do not need time to adapt as I am really excited to learn at school. Learning at school with friends and teachers in

front of me helps me understand the materials more easily. I realize that I am not a smart one, miss... so, having a teacher and friends around will be really helpful for me because I can easily ask them whenever I am confused. At home, I just don't have anyone to ask, and when I google the information that I need, most of the time, I am still confused or even more confused, miss."

For this student, learning adaptation for joining offline class from online learning methodologies was not needed, yet, he indeed needed to adapt when pandemic stroke and offline learning must be shifted into online form. We also recorded similar perceptions of other students who showed different needs of adaptation during and after Covid-19 pandemic. Several students also disclosed that more adaptation was needed when the learning methodologies changed from offline to online due to Covid-19 pandemic. It was not only because of the appalling and unexpected condition but also due to their lack of experience in attending online classes.

Students', Teachers' and Parents' Perceptions on Flexibility

Students', teachers', and parents' flexibility in adapting toward the sudden shift of the learning methodologies was the last theme present. Flexibility here covered the assertion from students, teachers and parents toward their ability to adapt, be receptive toward particular change and to modify their feeling and behavior to meet the needs of the situation.

The majority of comments made by students, teachers and parents in both questionnaire and the interview revealed that they faced different challenges in physical and psychological readiness, but most of them admitted that they could successfully adapt with the sudden shift of the learning methodologies. 10 of the respondents claimed that they could adapt really well, 20 of them stated that they could adapt, and surprisingly the rest 4 of them claimed that they were worst in adapting with the situation.

Those who claimed to have very bad adaptation were then being asked for their confirmation. They acknowledged that along with the changes of the teaching and learning methodologies, they still could not catch up. The most prominent of these were conflicts that even arose during the adaptation process. These conflicts stemmed from several causes, including lack of adaptation effort, character traits, fixed and rigid habits, and family background.

Meanwhile, those who admitted their capability in adapting suggested that their willingness to adapt was the key point of their success. Their adaptation ability and flexibility suggested that students', teachers', and parents' adaptation had an impact on their learning performance. In some cases, it seemed that their sense of accomplishment at their adaptation success made them easier to respond to different learning conditions.

DISCUSSION

All of the respondents and us agreed that the adaptation process on the sudden shift of learning methodologies due to pandemic was challenging. Students, teachers and parents must adapt physically by preparing for health or body condition, the presence of learning facilities and media as well as other reassuring items. Beyond the rapid change in teaching and learning methodologies, the learning environment must be well prepared in order to facilitate students' learning. Most importantly, as it is aligned with the result of a study conducted by Meulenbroeks, R. (2020), learning atmosphere and facilities in online learning settings must be prepared to keep the synchronous meetings as it is experienced in offline class. Therefore, students' learning quality in online classes is similar to offline classes.

Furthermore, when we compared between students', teachers' and parents' adaptation toward the shift of learning methodologies from offline to online learning, it was interestingly found out that teachers and parents needed to adapt more than the students. It became apparent that in terms of physical readiness, parents and teachers were the ones who had to prepare for the learning media and facilities. Researchers who have conducted previous investigations on the online learning challenges (e.g., Inawati & Setyowati, 2020; Ma, S., et. al., 2020) have ascertained that this obligation to provide online learning facilities for students have become a burden to parents and teachers.

Parents and teachers struggled more on physical readiness (technological media for online learning and facilities as well as time investment), whereas students, in terms of the availability of learning media, did not really find any challenges. These occurred as students had dependence on teachers to provide the learning materials, strategies, and guidance, as well as on parents to accommodate the learning facilities, afford Internet quota to access online learning media, access educational resources, and prepare for phones or laptop to support online learning (Sahu, 2020; Tadesse, A & Muluye, W., 2020 & Tinureh, 2020). Positively, this obligation to provide online learning facilities for students has become a burden to parents (Inawati & Setyowati, 2020; Ma, S., et.al., 2020). Therefore, consistent with previous research (Alqabbani, S., et.al, 2021; Batubara, B.M., 2021), multidimensionality on parents', teachers' and students' physical readiness suggest support from school and the policy maker.

In addition, the presence of online learning facilities alone was not considered enough. While studying at home, parents also had to ensure the quality of the learning facilities used were good, for instance the Internet connection. Hebebcı et al. (2020), Kado et al. (202), and Yılmaz İnce et al. (2020) had previously reported that the limited Internet connection and technological glitches could contribute to students' demotivation in their learning.

Another adaptation done by students, teachers, and parents was psychological readiness. All respondents (students, teachers, and parents) seemed to face the same amount of challenges dealing with their adaptation process. The biggest challenges experienced by parents was their incapability to assist their students' learning that in turn contributed to unharmonious parents-children relationships. In accounting for such phenomena, Rahman, A. (2020) confirmed that most parents did not have adequate competence to be part of in students' learning (schooling) process. There have been several causes for this condition, such as parents' educational background, their inadequate time, countless responsibilities, and some other factors (Garbe et al., 2020). Not only parents, teachers also experienced challenges while psychologically adapting to the sudden shift of learning methodologies. Teachers' unfamiliarity with technologies as it was reported by Bans-Akutey, A. (2020) and Jena (2020) led to their psychological burden. With these challenges, parents had more affirmative attitudes toward face-to-face or offline learning.

Meanwhile, from the students' point of view, they acknowledged psychological challenges due to the absence of direct interaction and communication with classmates, echoing participants in Dai's study (2021). In line with the students' challenges in socializing and interacting, they experienced the decrease of their pressure in learning. Many of the students, moreover, claimed that they enjoyed online learning. These findings resonate with a study by Song, Y. et.al (2021) that students had started to get accustomed to online learning and see the advantages of the online learning methodologies. Students' different responses in sudden changes of their learning methodologies led us to the inference that students differ in their adaptation skills and strategies as well as self-regulate their learning. These results further support Biber's, et.al (2021) study about students' self-regulated learning during Covid-19 pandemic.

In short, results of the analysis revealed that students, teachers, and parents faced different challenges in physical and psychological readiness, but most of them admitted that they could successfully adapt with the sudden shift of the learning methodologies. Flexibility and ability to adapt depend on many causes including adaptation effort, character traits, fixed and rigid habits, and family background. Yet, more respondents could successfully adapt.

CONCLUSION

Even though the emergency situation due to Covid-19 pandemic has been gradually recovering, and all activities, including teaching and learning process, have been starting to return to regular form of teaching and learning process, changes in learning methodologies as well as the implementation of online and distance learning will remain inseparable from the future education. This study sheds light on how students', teachers',

and parents' adaptation towards the sudden shift in learning methodologies in the context of an emergency as well as in many relevant ways.

Based on the results of this study, there are several implications for students', teachers', and parents' adaptation toward the sudden shift of teaching and learning methodologies. One of the most important implications is that in terms of physical readiness teachers and parents tend to encounter more challenges compared to the students. Meanwhile in terms of psychological readiness three of them seemed to meet a similar amount of challenges. Nevertheless, these challenges did not seem to reduce their overall perception of the learning adaptation. It was found out that most of the respondents demonstrated their adaptation ability toward the unpredictable learning condition due to Covid-19 pandemic, even though their adaptation varied in the level and types of adaptation.

LIMITATION AND SUGGESTION

The study was limited to students, teachers, and parents as the participants of the study. Therefore, future research should include further investigations on the authorities' sides of adaptation; including the school administrators and policy makers. This point is needed to raise because seriousness, fast response, and practicality in addressing such kinds of issues are really needed.

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