

Practices of Social Studies Pre-Service Teachers in Balancing Roles During and After the Remote Learning Setup

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Abstract

Throughout 11 countries across Asia, Africa, Europe, the Arab region, and Latin America, the Responses to Educational Disruption Survey (REDS) report found that despite the disruptions and the fact that learning institutions did not consider remote education as an integral part of teaching, teachers, principals, and students needed to adapt to alternative teaching methods for teaching and learning to continue. The limits of recent research conducted in the Philippines revolve around the time of learning during the pandemic and with guidelines being set to conduct in-person classes after about three years in a remote learning setup. The aim of this study is to comparison between how students have adapted to their roles in the latter relative to the post-pandemic setup. The study made use of a qualitative descriptive research design. Six (6) informants of the study are Social Studies pre-service teachers as identified through a purposive sampling technique. The questionnaire was duly checked and attested by the experts in qualitative research and then distributed to the informants. A thematic analysis was employed in the data analysis procedure of this study. This study provides significant adaptive practices that are relevant today, particularly in the post-remote learning setup.

Keywords: Pre-service teacher, social studies, remote learning

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Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO), together with the International Association for the Evaluation of Educational Achievement (IEA) released a 2022 revised report on the results of their survey conducted on the impacts of the

COVID-19 pandemic on education. Throughout 11 countries across Asia, Africa, Europe, the Arab region, and Latin America, the Responses to Educational Disruption Survey (REDS) report found that despite the disruptions and the fact that learning institutions did not consider remote education as an integral part of teaching, teachers, principals, and students needed to adapt to alternative teaching methods for teaching and learning to continue. Students agree that throughout the challenges presented by the COVID-19 pandemic, it became difficult to know how well they progressed in their subjects (Rožman, et al., 2022).

The academic life of students was opened to the opportunity of having more time for studying as a result of a more remote form of learning. Students appeared to enjoy being able to spend less time getting ready for school and traveling to their learning institution, implying that they had more time to spend on actual studying. In addition, this lowered the costs allocated for their daily commute and the allowance spent for food and other day-to-day necessities that they purchased at school. However, many students expressed that they do not find any benefit in studying from home. The critique that stood out the most was that there was no practical use or application of the things they were learning which made the instructional process ineffective (Doolan, et al., 2022). Another challenge emphasized was that the alternative mode of education resulted in a blur between the boundaries of the learners' work (school) time and their personal lives. Students' experiences of online learning find that work and life commitments and circumstances affect students' engagement in the actual learning process (Muir, et al., 2019). Aside from this, a significant fraction of undergraduate students during the COVID-19 pandemic lockdowns struggled with balancing learning activities with their responsibilities, and almost half of them found it difficult to manage their time (Maqableh & Alia, 2021).

In the Philippines, with the recent shift back to face-to-face learning in higher education institutions (HEIs) (Sarao, 2022), educational institutions have become more familiar with the utilization of technological tools combined with in-classroom face-to-face teaching towards the achievement of a more practical, effective, and flexible form of education that integrates "the best of both worlds" (Nørgård, 2021). With this, there is a question of what practices learners implement in balancing their academic roles and personal responsibilities. The limits of recent research conducted in the Philippines revolve around the time of learning during the pandemic and with guidelines being set to conduct in-person classes after about three years in a remote learning setup, there is a need for comparison between how students have adapted to their roles in the latter relative to the post-pandemic setup. With this knowledge, curriculum and instruction can be developed to cater to the similarities and, especially, the differences in students' balancing practices in the two setups mentioned. Hence, this study is conducted.

Methodology

2.1 Research Design

The study made use of a qualitative descriptive research design with a touch of phenomenology, which includes the acquisition, organization, depiction, and description of data gathered to formulate a cohesive body of knowledge (Alegria, et al., 2019). Furthermore, a phenomenological study encompasses the lived experiences of different individuals who have participated in the same phenomenon or shared the same experience (Tomaszewski, et al., 2020). Specifically, this design is utilized to describe and present the balancing roles of Social Studies pre-service teachers during and after the remote pandemic learning setups.

2.2 Informants

Six (6) informants of the study are Social Studies pre-service teachers as identified through a purposive sampling technique. The informants for the study were selected based on the inclusion

criteria which are: 1) the informant is a Social Studies Pre-Service Teacher; 2) an undergraduate student in the College of Education of the state university being studied; 3) is currently enrolled for the post-pandemic learning setup (face-to-face or hybrid learning after the pandemic); 4) has experienced at least one complete academic year in remote pandemic learning; 5) holds multiple roles in school (e.g., academic roles, student leadership, roles in student-led organization/s, participation in extracurricular activities); and 6) holds multiple roles in their personal life (e.g., working while studying, being active in external organizations, caregiver for family members, serving multiple other out-of-school commitments).

2.3 Data Gathering Instrument

The study made use of a duly-validated researcher-made data-gathering questionnaire that collected the written responses of the informants and was administered both face-to-face and on the online platform, Meta Messenger.

2.4 Data Collection Procedure

The questionnaire was duly checked and attested by the experts in qualitative research and then distributed to the informants. In consideration of the informants of the study and their right to make well-aware and well-informed decisions, the researcher first approached the prospective informants with a formal letter of introduction that identified the title and purpose of the study. It was clarified that participation as an informant of the study is voluntary and a consent form duly signed by the informants upon agreement to participate was provided. The anonymity of answers and of any personal information that may pertain to the individual such as actual legal name, among others, has been actively preserved by the researcher. The answers were provided by the informants through written online submissions and were automatically recorded in a Word or PDF file and then downloaded for offline viewing. All data received were combined into one file for collective data analysis. Validation of informants, the use of a rigorous data collection process, and verbatim or direct quotations were utilized to ensure the reliability of the results of the study. The methods and procedures employed in this study are reported for the consideration of other researchers for the conduct of other studies which may or may not be related to the study.

2.5 Data Analysis Procedure

A thematic analysis was employed in the data analysis procedure of this study. This method is an accessible and flexible form of qualitative data analysis that allows for systematic identification, organization, and formulation of insights regarding the different patterns or themes that can be derived from a particular data set (Braun & Clarke, 2012). The thematic analysis was used in the formulation of both the shared and unique practices of Social Studies pre-service teachers in balancing multiple professional (school-related) and personal roles during and after remote pandemic learning.

Results

The balancing practices of pre-service Social Studies teachers for simultaneously fulfilling a range of different personal and academic roles during and after the remote learning setup can be categorized into four main categories: (1) employing proper time management; (2) developing positive habits; (3) valuing self-care activities; and (4) receiving constant support. These practices are similar for balancing roles in both the remote learning and post-pandemic learning setups with the main unique practice being: that as the educational system of the university they are studying in shifted from remote to face-to-face or blended learning, the pre-service teachers adapted by allowing for natural adjustment.

Employing Proper Time Management

The pre-service Social Studies teachers were able to appropriately manage their time through three main practices which are: scheduling, prioritization of tasks, and being realistic when managing their time.

- **Scheduling**

Creating a schedule for different tasks and deadlines allows pre-service Social Studies teachers to keep track of their plans and deadlines, as well as the different online activities that they are participating in. These written reminders and layouts of their tasks and responsibilities then help them to finish what they need to do before the intended deadline, especially the more complex tasks that may be set for submission quite sometime after the tasks were announced. Furthermore, having to balance multiple responsibilities at the same time, having a schedule, and sticking to it allows for the avoidance of feeling overwhelmed by tasks that need to be done within a certain time frame.

Jenny: Putting my plans and schedules into writing helped a lot during remote learning. Through such, I was able to anticipate deadlines, meetings, and rest periods.

Sam: I created a schedule that worked for me, one that incorporated my classes, assignments, and study time. By sticking to it as much as possible, I was able to stay organized and make the most of my time.

Jake: I schedule my time and try to stick to it as much as possible

Peter: Creating schedules is a great technique as it helps me to accomplish my personal and academic work.

- **Prioritizing tasks**

It is not enough to simply have a schedule of tasks that need to be done as pre-service Social Studies teachers must also practice task management through prioritization of the most important and most demanding work to the amount of time given. The informants narrate having the awareness and making the decision of what is more important and what needs to be done as a compromise, or if there is something that needs to be sacrificed in place of a more important task or activity. Knowing which tasks are urgent and hold heavier weight in their responsibilities supports how their time is managed and, ultimately, how they can adapt to their work without being overwhelmed by it.

Lily: I had to decide on what is more important and what I can sacrifice. Although I did not completely give up on my responsibilities, I had to make boundaries and limits to what extent I could take on the responsibility.

Chris: I just set my priorities on what is urgently needed, specifically in accomplishing tasks and studying for every lesson.

Sam: By planning out my tasks and prioritizing the most important ones, I'm able to avoid feeling overwhelmed and make the most of my time.

- **Thinking realistically**

Simply listing down what needs to be done in one day or within a specific period, as well as knowing which tasks to prioritize should be supplemented by the fact that there are only 24 hours in a day. The informants stress the importance of being realistic to not feel overwhelmed and disappointed in themselves when they are only able to do a few of the tasks they have set to do within that day.

Jake: [I can balance my roles by] Being realistic with what I can do with the day and doing as much as I can before the day ends

Developing Positive Habits

The initial shock from the remote learning setup followed by the recent transition into blended and face-to-face learning has demanded some form of adjustment on the side of pre-service teachers. As such, many of them have had to form new habits or adjustment practices to adapt better to the changing educational landscape. Generally, these habits can be classified into two main categories: avoiding distractors; and promoting productivity.

- **Avoiding distractors**

Pre-service Social Studies teachers must avoid potential distractors that hinder their productivity such as the urge to procrastinate and spending too much time on social media platforms.

Jenny: I had also firmly trained myself to avoid procrastinating and to do every task as soon as possible.

Sam: One of the biggest challenges of remote learning is avoiding distractions. To overcome this, I set up a designated study space in my home, away from the distractions of social media and other disruptions

Jake: I try to prime my workspace to make it conducive for learning by getting rid of distractions and clutter.

- **Promoting productivity**

Developing habits that lead to an increase in productivity enhances one's capability of coping with multiple demands which are brought about by taking up a variety of roles at the same time. For example, careful planning and task management allow one to easily and efficiently break down complex tasks into more manageable day-to-day activities that can be built upon over time, making it easier to focus on each stage or aspect of a task instead of feeling overwhelmed by the weight or complexity of it.

Lily: I started to note the tasks I needed to do and prioritized those that needed urgent attention and put on hold those that are not urgent.

Sam: By planning out my tasks and prioritizing the most important ones, I'm able to avoid feeling overwhelmed...

Sam: I also made sure to start each day by creating a to-do list of the most important tasks, breaking them down into smaller, achievable steps. This helped me to stay focused and avoid feeling overwhelmed.

Valuing Self-Care Activities

Social Studies pre-service teachers must care for themselves during unpredictable and demanding circumstances through simple but beneficial habits and practices such as taking breaks from work, pursuing hobbies outside of their school-related or work-related responsibilities, and immersing in themselves and their thoughts through self-reflection.

- **Taking breaks**

It's necessary for pre-service Social Studies teachers that they take time away from their responsibilities and ease their minds from the pressure of their multiple roles. Breaks can come in the form of taking one's mind off their usual tasks in school, work, and other personal responsibilities to do even menial tasks such as cleaning, going out for an errand, eating snacks, spending time with friends, and even exercising.

Lily: I think what helped me get through that ordeal was taking breaks. It helped me take my mind off things that were giving me pressure.

Sam: I made sure to take breaks by exercising. This not only helped me to stay alert and avoid burnout, but it also allowed me to take care of my physical health, something that I often neglected before the pandemic.

Jake: I strive to have breaks that are worth it. Cleaning, running an errand, going out to buy food or drinks, or visiting a friend helps me stay grounded and motivated to do my work.

- **Pursuing hobbies**

Being able to pursue existing or new hobbies such as listening to music and podcasts or watching videos about topics that interest oneself, as well as developing habits that promote one's overall health and wellness all contribute to a holistic balance of one's self and responsibilities. It also helps ease the mind as hobbies encourage one to momentarily forget academic, work, and personal responsibilities, and pursue activities that ease the mind rather than give more pressure.

Jake: I try to keep myself grounded in my values by listening to podcasts and watching videos about my heroes...

Jake: Listening to music and podcasts helps because even if I am tired after a long day or week at school and at work

Sam: I made it a point to walk as much as possible, even if it meant taking extra laps around the campus or enduring the long walks on my way home. I soon discovered that these small steps, though seemingly insignificant, made a significant impact on my physical and mental health.

- **Self-reflecting**

An effective means of balancing different personal and academic roles, according to Social Studies pre-service teachers, is ending the day or finding some time to reflect on oneself. Self-reflection allows one to sort out their thoughts and emotions, as well as see how they may improve their mindset and actions in the future.

Sam: I find that writing in a journal helps me sort out my thoughts and emotions. It's a cathartic experience that allows me to reflect on my day and let go of any stress or burden I may be carrying.

Jake: I make it a point to review what I have done for at least a day – noting the things I did right and the things I did wrong and resolving to be better after it. It is not an easy and perfect process and I still make mistakes after all of that, but I still try to use my conscience to be more careful moving forward.

Receiving Constant Support

In balancing one's responsibilities within and outside of school, the support of different groups of people who are there for the individual is very important and can motivate them to keep moving forward. This support may come from one's family members, especially parents and siblings, friends, and members of the school community.

- **Feeling support from family**

Through the support of one's family members, Social Studies pre-service teachers were able to receive assistance for their studies in areas that they may not fully understand. They also arranged compromise around their roles in the household so that they could commit to their academic and non-academic responsibilities without feeling guilty for the roles they may have as a member of the family.

Jenny: I considered my other activities in our family... to be my "break time" from academic stress

Chris: I asked my mother to settle on a compromise that that specific time, that's when I can work and extend my help to her for us to reach the balance, especially since I also have other responsibilities in church organizations and civic organizations.

Chris: I also seek help from my older siblings to help me, especially in subjects where I struggle

- **Sustaining friendships**

The presence and support of one's friends contribute to the avoidance of burnout and staying motivated. Despite not being able to meet each other face-to-face during the remote learning setup, friends can stay in contact through social media platforms that support text messaging and audio or video call features. Through these, friends can exchange stories, express concerns, give advice, and continue to support each other despite not having any physical interactions.

Lily: The presence of my friends was also very helpful since I got to share the burden of the pressure.

Jenny: I think it is also worth sharing that I avoided burnout by obtaining enough rest and spending time with friends despite the heavy demands.

Sam: I also make sure to stay connected with my friends, even if we're not physically together. Regular video chats or messaging sessions help me feel supported and connected to the people who matter most.

Chris: ...seek advice and express my concerns to my churchmates that I cannot render my service at the moment so that they could understand and empathize with me.

- ***Uplifting school community***

The support of the school community is necessary for a well-balanced school experience for pre-service Social Studies teachers as it is through the guidance of one's teachers, the collaboration with one's classmates and peers, as well as the additional aid of other school stakeholders that students can focus on their roles and responsibilities without fear of being left behind.

Sam: Of course, there were times when I encountered confusion or unclear instructions. Rather than letting this hold me back, I took the initiative to seek clarification from my professors. Whether by messaging them or emailing them, I made sure to reach out within reasonable hours so as not to disrupt their personal lives.

Jake: I try to forge friendships with classmates to make accomplishing academic work, especially group work, easier and more pleasant.

Jenny: Peer collaboration was key to keeping things in balance since they kept me updated on every task and assignment.

Chris: I personally send a message to my teacher and ask if I can't understand what the module states.

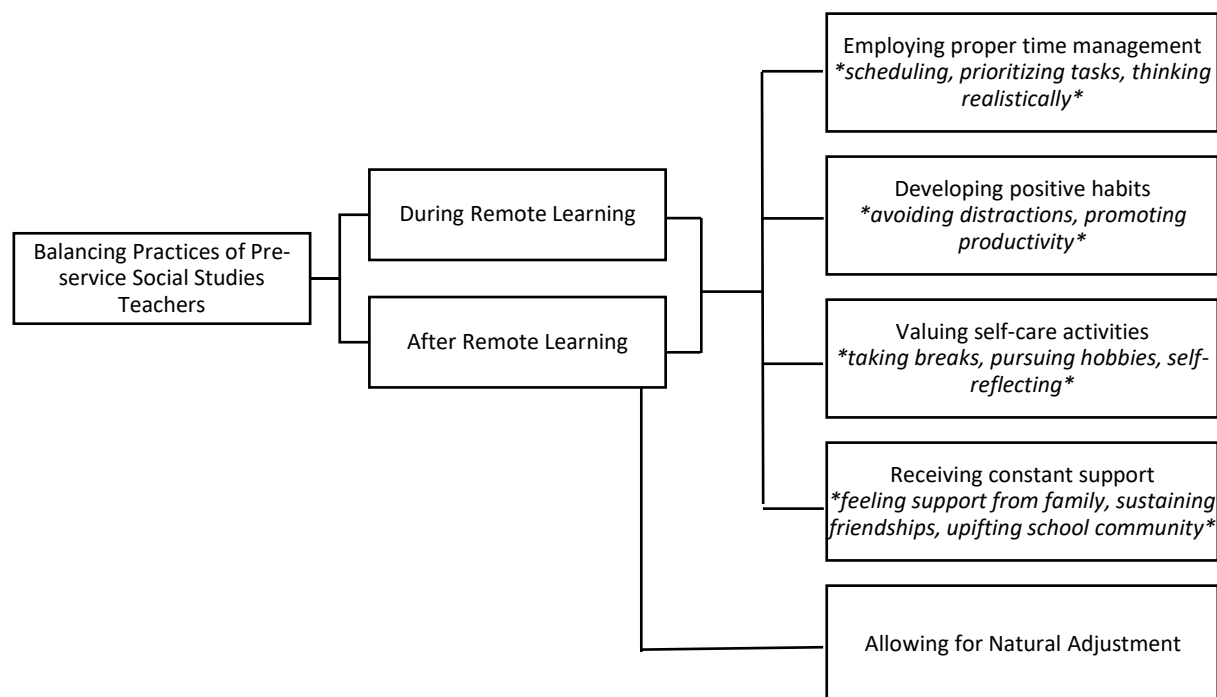


Figure 1. Demonstration of meaningful categories of the study

In the figure found on the previous page, it is presented the four (4) practices of pre-service Social Studies teachers in balancing roles both during and after the remote learning setup namely: (1) “*employing proper time management*”; (2) “*developing positive habits*”; (3) “*valuing self-care activities*”; and, (4) “*receiving constant support*”; with the addition of “*allowing for natural adjustment*” in the learning setup after remote learning. Further into employing proper time management practices, specific practices relating to this include (1) “*scheduling*”, (2) “*prioritizing tasks*”, and (3) “*thinking realistically*”. Aside from this, pre-service Social Studies teachers train habits that allow for either (1) “*avoiding distractions*”, or (2) “*promoting productivity*”. In addition, some self-care practices were employed such as (1) “*taking breaks*”, (2) “*pursuing hobbies*”, and (3) “*self-reflecting*”. Lastly, the informants credited their balanced responsibilities to the support coming from different groups and individuals in their lives, including (1) “*feeling support from family*”, (2) “*sustaining friends*”, and a (3) “*uplifting school community*”.

Discussion

The practices utilized by Social Studies pre-service teachers in balancing their roles during and after the remote learning setup can be categorized into four (4) shared practices, which are time management, habit training, self-care, and peer support. The main difference that makes the post-remote learning setup practices unique from the mid-remote learning balancing practices and that helped the informants facilitate an easier transition from the remote learning setup to a blended learning or face-to-face learning setup is the practice of natural adjustment or simply allowing oneself to gradually adapt more and better to the changes that occurred as the pre-service teacher transitioned from two to three years of remote learning to blended learning and eventual full face-to-face learning.

One of the most important practices when it comes to balancing roles during and after the remote learning setup is to properly manage the time that one is given so that one can cope well with the demands required of them and fulfill the multiple responsibilities that one has to balance simultaneously. As students, there is always pressure to find sufficient time to study amid many other responsibilities, whether academically related or otherwise, and the lack of time often leads to students feeling worried that they may fall behind their peers throughout the school year. However, as students become more proactive in managing their time well, through the help of study schedules and task lists, this more systematic and time-bound approach to learning helps them become more productive in their coursework (Farrell & Brunton, 2020). There are a number of significant benefits when learners write their tasks down and create their own schedules to have better retention of their tasks which, consequently, allows them to fulfill them on time. Furthermore, making use of a notebook or other newer technologies such as a laptop to take notes of academic demands is beneficial and an important contributor to students' learning. Aside from systematic time management through the creation of schedules and task lists, the prioritization of tasks is essential when it comes to effective allotment of time. Setting proper boundaries between tasks and developing skills in decision-making and goal-setting allow learners to minimize wasted time and lead to more organized work (Nayak, 2019). Setting realistic goals in the allocation of study time should be combined together with other methods as well as observed strictly by the student in order to ensure that they are able to effectively and productively practice all of their study plans and other responsibilities (Uzir, et al., 2020). Being able to manage time effectively is directly related to the academic achievement of learners and is one of the significant contributors to maintaining a balance when juggling multiple responsibilities at the same time (Morehead, et al., 2019). In addition, there is a significant positive relationship between the academic achievement of students and their time management practices, especially in the aspect of being able to make effective decisions. In support of this, effective time management behaviors allow for better academic performance and a higher level of confidence among students (Razali, et al., 2018). Time management, together with other factors such as skills in studying and problem-solving as well as the student's own behavior towards learning itself, all contribute to better academic performance and well-balanced school-related and personal roles. Aside from this, having an accurate estimate of how long each task will take allows one to value the importance of breaks in between heavy tasks without feeling guilty or unproductive after only having finished one task, even if that task was a complex and time-consuming one. It also allows one to make time in their day for rest and other recreational activities, as well as meals and time for socializing not only with one's family members but also with one's friends and classmates (Adams & Blair, 2019). To make time management more effective, it should not be about how much time the student is given, but rather how they choose to manage the time available to them. Furthermore, time management practices should include long-term habits as learners usually encounter challenges when they fixate only on short-term plans and overlook the integration of more frequent practices that gradually adjust their mindset to become more time-efficient (Alvarez Sainz, et al., 2019).

Habits and routines are the day-to-day practices of learners that allow for the organization of their activities and promote a more efficient way of fulfilling their responsibilities in various contexts including their academic life, daily personal and social life, as well as professional careers for students who are already working. Initiating positive everyday habits that promote productivity including goal-setting and planning, establishing a proper sleep schedule and efficient morning routine, as well as optimizing a personalized organization and reminder system reduces the mental load given by balancing multiple tasks at once and improves efficiency and accuracy when fulfilling multiple roles simultaneously (Kreider, et al., 2019). For pre-service teachers, the development of positive habits is especially important because the work productivity of such learners will determine the quality of education that they will eventually offer to their students as

educators and as employees of a particular workplace. Furthermore, they will need these related skills and competencies in direct encounters with people in the community, especially their students (Utami & Vioreza, 2021). Other competencies related to preserving or prioritizing one's physical health such as dividing complex workloads into smaller and more manageable tasks, among the development of habits that contribute to a healthier lifestyle and help avoid an unhealthy one help students avoid fatigue and feeling overwhelmed which may lead to burnouts (Khatuntseva, et al., 2020). Aside from these, avoiding distractions is a necessity when it comes to being able to balance well the multiple responsibilities that one has as a pre-service Social Studies teacher. Fixation of the younger generation on the Internet, in particular, is a major cause of concern (Wang, 2018). This generation of student Millennials finds themselves in the "near addiction" phase towards social media which was only further aggravated by the shift to a remote form of learning as education took place virtually through the utilization of various social media platforms and other online communication platforms (Grau, et al., 2019). Social media sites and platforms saw a 61% increase in user traffic during the pandemic (Khan, et al., 2021) as the amount of time spent online by students and teachers alike, as well as workers, has gone to such an alarming level that the Harvard Business Review published an article expressing the concerning amount of time to which we have all been exposed to unhealthy amounts of screen time which has led to a phenomenon called the "Zoom burnout" or burn out as a result of attending multiple online (audiovisual) meetings within a short time. However, burnout occurred on a much larger scale than just the supposedly novel Zoom burnout phenomenon and affected schools and workplaces on a large scale (Moss, 2021). As such, students must develop practices that will address this serious issue, such as, as stated in the results of this study, organizing one's workspace in their home during remote learning to observe a proper work-related mindset whenever they are in that area of their house, as well as to establish a firm boundary between work done for school and other non-academic related activities, and leisure time and personal matters.

Developing skills to be able to take care of one's self in everyday activities is one of the best methods to avoid fatigue and burnout, as well as enhances learning and strengthens the educational experience (Lewis & King, 2019). Self-care themes in learning were also further highlighted during remote learning and these practices carried on even after the transition to post-remote education (Rahiem, 2022). One method of self-care most identified in this study is taking breaks in between tasks. Students must learn not only how to take breaks but also be able to accurately tell when they may need to take a rest or request a break. Self-regulation, which is being able to monitor oneself and subsequently adjust one's behavior is necessary to improve learners' ability to understand when it is time to take a break before they spend too much of their energy (Majeika, et al., 2022). In addition to this, taking breaks allows the learner to replenish their cognitive ability to retain information and lead to optimal learning experiences as well as productive results (Biwer, et al., 2023). Breaks during the instructional process itself—during encounters with teachers—encourage students to be more participative in class and make them more likely to engage with the teacher, especially when allowing for short breaks in between asking questions. This also maintains the learners' energy levels better throughout long encounters (Butze, et al., 2021). Aside from taking breaks, pursuing hobbies outside of academic responsibilities and other work-related responsibilities is another form of leisure and practice in self-care for the balance of multiple working roles among pre-service Social Studies teachers. With relation to stress coping strategies and hobbies, learners are encouraged to participate more in social activities and hobbies as these are likely to increase their ability to be more self-regulating and further develop their capacity to cope well with stress (Komser & Özakgöl, 2023). Students who lack engagement in hobbies and other forms of self-care are more likely to experience burnout, regardless of racial background, gender, etc. (Briggs, et al., 2023). In contrast, further immersing in one's hobbies strengthens one's well-being (Jenkins, et al., 2019). Reflection is

another self-care practice and is a highly effective tool for fostering learning and developing or enhancing one's skills (Ebil, et al., 2020). While it can be a skill taught at school, it may be common for individuals to practice self-reflection on their own which allows them to see a particular situation, problem, or challenge from a more objective perspective or from multiple aspects which develops better critical thinking and problem-solving skills, as well as self-awareness and self-sufficiency. Practices that correspond with self-care highlight the importance of holistic well-being and help prevent burnout and fatigue among learners. One important aspect of this is self-reflection and the corresponding behavior or actions that one initiates as a result of this reflection. The more frequently that this practice is integrated into a person's everyday life, it can be seen as an individual or a learner's constant and conscious effort to seek improved health and well-being in all aspects (Posluns & Gall, 2020).

A college education is likely to provide an individual with the necessary first step towards upward mobility, especially in their professional career and economic standing. However, students coming from low-income households are more disadvantaged than their economically privileged peers. However, support from members of the family contributes positively to the academic outcomes of learners and strengthens their well-being as well as encourages them to become more engaged in their education. This support which greatly benefits learners is not economic, but rather the more emotional aspect of being present in the learner's experiences. As such, it is emotional and not financial support that is more likely to positively influence the motivation of the learner (Roksa & Kinsley, 2019). Positive relationships between the family and the school further support better interest and improved educational design, as well as increase the opportunities for students to succeed (Epstein, 2019; Milne & Wotherspoon, 2020). The support of friends and peers also strengthens the likelihood of student success. This is especially true for learners who belong to underrepresented groups (ethnic groups, religious affiliations, etc.). The learner's social network including their family members, teachers, and friends all play a complementary role with one another in the learner's academic success (Mishra, 2020). Aside from these, positive relationships between teachers and students contribute to enhanced educational development (Martin & Collie, 2019). Students identify instances such as teachers continued motivation or acts that express that they will not give up on the learner, providing opportunities to be more involved in the decision-making process and facilitating the learners in seeing what possibilities are available to them or that they are capable of, which all contribute to positive learner outcomes. Students' success is both directly and indirectly influenced by the integration of efforts from their teachers, parents, and friends. Furthermore, the casual interactions between teachers and students during and even after learning encounters are one of the key factors in an effective and memorable school socialization experience (Sethi & Scales, 2020). Aside from this, the classroom is a community that had its functions gravely affected by the sudden transition into a more remote mode of learning. As such, many teachers made the effort to reach out to their students and go out of their way to check on their learners to ensure that the teacher-student relationship is not hindered by the unfamiliar learning setup. With the support of teachers, family members, and peers, as well as other members of the school community, learners can balance their responsibilities well, as they know that these other school stakeholders can provide any assistance that they may need in fulfilling their responsibilities, including academic support, assistance in school-related and organization-related activities, giving advice, and help in establishing boundaries between work (school) and personal matters (Tackie, 2022).

As we transition from the remote learning setup of the pandemic-adaptive education system we had for around two to three years, to the post-pandemic learning setup that allows for the return to hybrid or full face-to-face learning, it's necessary that other than the already established balancing practices of pre-service Social Studies teachers, we should also allow for the individual learner's capacity to gradually and naturally adapt to the similarities and differences

between the remote and post-pandemic learning setups. In integrating natural adjustment with time management, habit training, self-care, and continued support from family, friends, and the school community, learners will be able to thrive more in the educational experiences offered by the new normal. In these circumstances, students gradually become reacquainted with or are introduced to the habits of waking up early to go to school, no longer making use of modular learning and alternative forms of assessment or the decreased frequency of such, and being more responsible with time schedules and balancing their roles (Durana, 2022). Being able to adjust to school allows learners to familiarize themselves in a healthy manner (Demirtaş-Zorbaz & Ergene, 2019) with the new, unfamiliar, and perhaps even experimental, environment of the post-pandemic classroom and school environment.

The design of the current study, much like the majority of research, has its limitations that should be considered when being utilized as a basis for further studies and that can ultimately be addressed in future research. Firstly, as the study is qualitative in design, the findings of this study may be supplemented by the results of quantitative research which will further support and provide a better understanding of the balancing practices of Social Studies pre-service teachers to address having multiple roles during and after the remote learning setups. Furthermore, the informants of this study were limited to Social Studies pre-service teachers who are currently studying at a local state university. As such, a more thorough application of the study's findings and implications to other courses and undergraduate programs may be identified. Aside from this, the study focuses more on the similarities and defining or unique differences between the practices of pre-service Social Studies teachers in balancing their roles for school- and personal-related matters between the remote learning and post-remote learning setups. Finally, because the study made use of written interview questions and answers, the results may be influenced by self-report bias. Yet, despite the limitations identified, this study was able to provide valuable information about the practices employed by pre-service Social Studies teachers in balancing their academic and non-academic roles during and after the remote learning setups, which can then be used to provide credible insights into future research in this field.

Similar research that tackles the same or a similar topic, as well as additional studies that can build on the current findings and improve on the information provided by this study, are highly encouraged. The findings of this study provide critical and comprehensive information about the role-balancing practices of pre-service Social Studies teachers which may have been overlooked by previous researchers, thereby making it an important contribution in the field of Social Studies, specifically in the educational aspect. In addition to this, the study may encourage future academic researchers to grow more interested in the experiences, behaviors, and practices of Social Studies pre-service teachers, as well as motivate them to look for means to gain a deeper understanding of the subject. Aside from this, the findings of this study could be disseminated to current pre-service Social Studies teachers, or pre-service teachers in general, as this may aid them in better understanding and reflecting on their situations, develop important insights from their fellow pre-service teachers, and improve their approach to adapting to the unique circumstances that are the transition into a post-remote learning setup. Lastly, the findings of this study and aligned future research findings may be utilized by curriculum developers and institution heads to formulate more inclusive and relevant policies and practices, as well as provide more opportunities to improve the educational system and the experiences of learners in the post-remote learning setup.

Conclusion

The transition from traditional education to remote learning at the height of the COVID-19 pandemic, and the return to face-to-face learning in the post-pandemic setup, as well as the popularized hybrid setup that combines the best of technology-based educational tools and

effective firsthand learning experiences are shaping the ‘new normal’ of education that we are currently experiencing. As we seek to integrate what we have learned from the novelties and innovations of the self-paced remote setup with the fundamentals of traditional in-classroom learning, we look into how pre-service teachers who will eventually facilitate their classrooms become more self-directed and well-rounded through the exercise of positive practices that allow them to succeed in balancing the multiple roles that they play, both as professionals and as individuals. This study provides significant adaptive practices that are relevant today, particularly in the post-remote learning setup, and suggests that, while learning has become more focused on the student's capacity and pacing, there are still several shared practices that influence their effective adaptation to our ever-changing society, making 21st-century pre-service teachers-and eventual professionals in academe-adaptable and versatile learners. An understanding of the attitudes and behaviors of pre-service teachers in the present allows for the development of curriculum and training that can further enhance their assets, strengthen weaknesses, and create a more holistic and well-balanced 21st-century individual.

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