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Roles of social science educators in the New Normal

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Article Info

Abstract
This study pivots its inquiry on investigate the vital roles that social science educators could take part in the new normal era, revealing their contributions to society and the academic community. The study utilized an inquiry approach as the design of the study with structured interview guide as the main instrument to gather data. 15 teachers from different educational institutions were purposely chosen to take part in the qualitative investigation. The participants wrote their short narrative repsponses. The instrument was validated by a social science specialist and a grammarian. The instrument is of only one question; "What are the roles of social science educators in the New Normal Era?" There are 8 themes emerged based from the inputs; these include (1) Initiator of Social Action, (2) Advocate of Unity and Patriotism, (3) Proponent Opposing Misinformation, (4) Social Leader, (5) Source of Social Knowledge, (6) Economic Analyst, (7) Local Historian, and (8) Initiator of Social Action. A conceptual framework is designed to describe the vital roles of social science teachers in the new normal in the context of VUCAD2 (volatile, uncertain, complex, ambiguous, diverse, and disruptive).

Introduction
The COVID-19 pandemic has affected the whole world and influences the various sector for longer period of time. The cases of COVID-19 are breaking the record every day and increasing the problems for the world and raising many questions for businesses, education, agriculture, and import-export and supply chain at the local and global level (Casero-Ripollés, 2020) [7]. It is a very difficult time for the educational institutes to commence sessions and parents to send their children to schools, college and university to continue the education and complete the courses (Vladescu, 2016) [46].

Various countries have adopted a range of measures to respond to the pandemic depending on their available resources. For instance, counties which are technologically advanced, such as Italy, France, Germany, Australia, the UK, and the US, have adopted distance learning as a means to compensating for the loss (Dawadi, Giri & Simkhada, 2020) [12]. The COVID-19 pandemic has forced students all over the world to change their normal learning modalities to emergency remote learning (Castro & George, 2021) [9]. There is a paradigm shift in the way educators deliver quality education—through various online platforms. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available (Pokhrel & Chettri, 2021) [33]. Within the framework of the suspension of face-to-face classes, the need to maintain educational continuity has presented challenges to which countries have responded with different remote options and solutions, including adjusting the school calendar and how the curriculum is implemented, all adapted, prioritized and adjusted in various ways (ECLAC-UNESCO, 2020).

Education systems should be part of the response to prevent, limit or slow the spread of the virus and curtail its impact. The education system has a large institutional base that links it to the community, especially through the parent body. Schools are the primary institutional form of government with a physical presence and relationship through parenthood with a significant proportion of adults in the population. Information and knowledge can be communicated with learners and their parents about potential health threats to people and the community at large.

The range of ways in which schools might support a campaign to limit the impact of a virus-like COVID-19 requires investigation into processes that might be undertaken and the materials and instruments these would need (Peterson 2020). HEIs were involved in enhancing the capabilities and competencies of members of the academe, professional groups, and the general public by sharing their knowledge, skills and expertise on relevant topics. Training activities, mentoring sessions, and webinars were organized by various colleges and universities using Zoom and Skype. Topics covered in these activities include online teaching, biosafety, COVID-19 and emerging infectious diseases, and psychosocial first aid and support for students and faculty (Simbulan 2020) [41].

In relation to this, the field of social science plays a role in times of pandemic. The social sciences don't produce much in the way of patentable widgets or, indeed, life-saving vaccines. However, the analysis and insights they generate can and do underpin better-evidenced decisions and help guide and target insights from the 'natural' sciences. Social sciences also have an urgent role to play in ensuring that the voices of communities affected by an issue are represented in discussions of it, and that relevant stakeholders are able to be involved in decisions that affect them. For example, we might usefully revisit lessons learned from anthropological work delivering rapid, real-time advice and guidance during the Ebola crisis which saved lives and reduced the spread of the outbreak. These and many other examples of the impacts of social science demonstrate the importance of having local knowledge, which the social sciences can provide (Middlemass, 2020) [26].

The present predicament reflects VUCAD2 world, characterized by volatility, uncertainty, complexity, ambiguity, diversity, and disruption. VUCAD2 serves as the new normal in education, which describes the chaotic, turbulent, rapidly changing educational landscape (Morales, 2019; Morales, 2020; Waller *et al*., 2019). These global episodes such as fourth industrial revolution (FIRe), new normal work skills set, and the COVID-19 global disease brought the education realm into the context of VUCAD2 (Morales, 2020).

As the crisis continues and our social world gets remade, there is no doubt that the research agenda of social scientists will change profoundly (Metzler, 2020) [25]. Social Science education provides opportunities to introduce the students to sociological thinking, examine data, and question human practices (Reiss, 2020) [36].

This study pivot its inquiry on investigate the vital roles that social science educators could take part in the new normal era, revealing their contributions to society and the academic community. This study desire lighten gray shades on the dearth of studies concerning s social science educators' role in the new normal and in the VUCAD2 world.

Methodology
The study utilized an inquiry approach as the design of the study with structured interview guide as the main instrument to gather data. The present study investigates the roles of social science educators in new normal era, revealing their societal contributions in the academic community. There are 15 social science educators who are active in the field that served as participants of the study. The instrument was validated by a social science specialist and a grammarian. The instrument is of only one question; "What are the roles of social science educators in the New Normal Era?" There

are 8 themes emerged based from the inputs of thematic analysis. In addition, Braun and Clark (2019) procedures in thematic analysus were used in detecting, interpreting, and reporting patterns (themes) within the data.

Results and Discussion
Theme 1. Initiator of Social Actions
Academics in social sciences must be change agents. Following COVID, several social science academics filled this function. Throughout COVID-19, social science educators demonstrated boldness and tenacity. Most people are unaware that they are socializing. People gather to better their lives and solve community concerns. Volunteering, community service, or neighborly activities are examples. It is taking action to impact positive change inside an organization or community, according to Rabinowitz (n.d.). Social engagement can result in significant change. The teacher must connect state learning requirements to the curriculum for Social Action Teaching (Hinkell, 2009) [20]. Social science educators demonstrated how to address community changes, such as social injustice, and impacted many people to be concerned citizens. This can be accomplished by presenting the event in class, researching its nuances, creating case studies, and identifying concerns. Social science academics may advise individuals, particularly students, on how to deal with the health problem by following health protocols and acting responsibly to limit virus spread. One of the notable response from one of the participant (SSE03) states.

> *They are the voice of revolution. Revolution to for social change. To promote common good. To become a responsible citizen. To be a law abiding people who supports resiliency and transformation among people. SSE15*

For students and the general public, social science educators need to be enthusiastic about giving information, details, and scenarios concerning societal health concerns and social challenges in order to understand the data and facts. A good social movement may arise from a positive presentation of facts and appraisal of the situation. Individuals working together for a common social, political, or cultural cause constitute a social movement. An injustice, a potential for change, or even the promotion of a concept or thought can be the focus of movements. In order to assist prevent an issue from affecting more people, social movements for good develop a broad platform of action for a population (Feldman, 2003). Responses from one of the participants (SSE01) were particularly noteworthy, 'they can be an eye opener on the social problem during pandemic and suggest suggest/propose actions or solutions to LGU. Since social science teachers have a firm background about sociology, the flow of the society and the way actors interact with each other, they can help identify the social problems aside from health crisis.'

Educators in the social sciences use real-world examples to teach their students about current events. As a result, the educator will have a better understanding of potential difficulties from the past that may arise in the present. Emphasizing that fact would provide a heads-up to pupils and community members alike about the impending crisis; armed with the information provided by the instructor, they might devise strategies to mitigate or even avoid it.

Table 1: Roles of Social Science Educators in the New Normal

Generated Theme	Sample Significant Statement	Theme Description
Theme 1. Initiator of Social Actions	They are the voice of revolution. Revolution to for social change. To promote common good. To become a responsible citizen. To be a law abiding people who supports resiliency and transformation among people. SSE15	This focuses on the role of the social science educators to take initiative in promoting social justice and transform the community to be a concerned citizen.
Theme 2. Advocate of Unity and Patriotism	Social Science Educators known as the one who put impact on nationalism and patriotism, and in the time of the pandemic educators' esp. SSE02	This deals with the social science educators' role to spearhead actions that leads to nation building and promotion of love for one's country.
Theme 3. Proponent Opposing Misinformation	Social Science has a great contribution in the challenges we are facing right now, the health crisis of COVID-19 pandemic. The possible contributions that they offer was to enlighten and guide students on how to evaluate or asses' different news/information. The purpose of evaluating news is not to spread fake news that causes misinformation and frighten or trauma to the people that may affect their mental health. SSE02	This pertains to the role of a social science educators in spreading knowledge on how to identify primary and secondary sources to avoid intake of false or fake news/information.
Theme 4. Social Leader	Social science educators must also be law-abiding citizens and follow health protocol to be an example in their community to be followed. SSE 12	This focusses on the role of a social science educators to be a good citizen to be followed by other citizen.
Theme 5. Source of Social Knowledge	Also give valuable opinion on how the government's decisions have the lead the campaign against, poverty, chaos, misinformation and COVID itself. SSE05	This pertains to the role of the social science educators as to spread knowledge towards the people and society.
Theme 6. Economic Analyst	The social science educators should try to analyze the flow of the market from the start up to the end of the crisis. They should make a conclusion on feasible variable that affects people from their daily lives. SSE06	It refers to the role of social science educators in interpreting the circular flow of economic activity and actors during the pandemic and explain what variables led the economy to its current state.
Theme 7. Local Historian	Soc. Sci. educators should compile all the necessary information about certain events that created opportunity or disaster during the implementation of the National and Local Health protocol. SSE09	This theme refers to the role of a social science educator to list down, narrate, and compile events to create a brief history of an event that impacts the community.
Theme 8. Future Ready Educator	Technology is at its peak and we must sort all the necessary platforms to educate the generation of future leaders today. Social science educators must have a strong connection not only in the educational Institutions but for the parents and students as well. We may have difficulties, struggles and challenges facing today but because of our flexibility as educators the impossible to impose the knowledge to the students will happen. SSE11	This theme pertains to the role of social science educators to be flexible and be able to adapt to the fast phase-changing approach in teaching. They should be able to deliver lessons with the use of different platforms of technology.

Theme 2. Advocate of Unity and Patriotism

Faiz & Avci (2020) [16] described patriotism as the love of and dedication to one's nation. It brings individuals together, integrates them into their community, and instills a sense of pride in their ancestry. It is teachers that grooms individuals on what is right as far as loving their country and having it at heart is concerned. This includes social, political, health, self-discipline and respect (Mbbazi, 2019) [24]. As one of the participant (SS02) stated, "Social Science Educators known as the one who put impact on nationalism and patriotism, and in the time of the pandemic educators" It means that social science educators has a huge role on instilling patriotism and unity towards society, especially in the time of pandemic. Öztürk, Malkoç, & Ersoy (2016) [29] justified that social studies educators explains patriotism with principles of love, dedication, duty and unity.

In relation to that, one of the remarkable response of a participant (SSE03) states that "Social science teachers during this pandemic has a great impact in imparting the lesson of the purpose of unity in this pandemic aside following the protocols." So, Social Science educators emphasized that it is the responsibility of the people to follow the protocols for the betterment of the nation and society. Johnson (2014) [21] emphasized that for them to exhibit their patriotism, teachers should create their own unique ways to do so. Find positive things to say about our nation. Say things about resiliency, camaraderie and patience of Filipinos despite the difficulties brought by pandemic.

Theme 3. Proponent Opposing Misinformation

According to Council of Europe (n.d.) propaganda, disinformation, and false news may polarize public opinion, foster violent extremism, and destroy democracies. So educators must be aggressive in opposing this misinformation pandemic. One of the participants (SSE13) also stressed this point, "To fight fake news and brought light to misinformation." But educators have struggled to aid students become better information consumers because of the rapid proliferation of lies, fake news, and fallacies on social media. Also, because of technology, young people are susceptible to propaganda, deception, and fake news. Youth watch TV, play online games, communicate, blog, listen to music, and post selfies online. Internet knowledge influences their perspective and reality perception (Council of Europe, n.d.). So a participant (SSE02) justified that, 'they enlighten and guide students on how to analyze or assess different news/information. The objective of analyzing news is not to propagate fake news that produces confusion, terror, or trauma that may harm mental health.' This misinformation on social media spreads quicker than COVID-19 and can have serious health repercussions after a crisis (Barua, Barua, Aktar, Kabir & Li, 2020) [4]. For the foreseeable future, the media, health, and political landscapes will have to contend with the problems of disinformation. Social sciences,

fortunately, may assist society understand how individuals discern between accurate and incorrect information (Green, 2018) [18].

Theme 4. Social Leader
Social Leaders should be role models. Hence, social studies teachers should be role models (Mbbazi, 2019) [24]. They *are role models that help students understand the reality. They advocate keeping track of thoughts to organize objectives and make sense of the world (Konen, n.d.).* According to one of the participant's (SSE04) response, it says that 'being a social science educators is indeed a significant leader amidst pandemic.' *Teachers are leaders. And*, leaders have positive attributes in both attitude and morals, making, the role models and that makes them being followed (Geys, 2021) [17]. It also part of teacher's advocacy to hone students be a leader of their own. According to Bradley-Levine, 2018) [6], critical pedagogy, collaborative leadership, and ethical leadership are all combined in the practice of teacher advocacy.

In addition, a participant (SSE12) also described that, 'Social science plays an important role in ensuring that the perspectives of people impacted by a problem are heard in discussions about it. This and many more examples of social science's effect highlight the value of having local knowledge, which social science can supply.' Therefore, it means, social studies educators must ensure that affected people are heard. This shows the importance of that teacher's expertise. Because they are responsible making people, specifically students, to understand society, encourage social actions, and to make them adaptable to society. Teachers have become the bridge to connect government policy to students (Rajan Naidu, Abdul Majid, Veerasamy, & Ismail, 2019).

Theme 5. Source of Social Knowledge
Teachers simplify complex concepts for pupils. Teachers expose pupils to concepts and subjects they might not have encountered otherwise (University of the People, n.d.). Social studies educators are a major source of social information. They teach students about social situations in respect to social rules, which is essential for understanding how the social world is ordered and managed (Barisnikov and Lejeune, 2018) [3]. Meaning, teachers' reflections is a 'valuable opinion on how the government's decisions have the lead the campaign against, poverty, chaos, misinformation and COVID itself.' as emphasized by one of the participants (SSE05). It follows that social studies educators' reflections are crucial in understanding the present situation and the policies involved. During this global recession, digital transformation is becoming increasingly vital. To remain relevant in the current environment, digital initiatives may need to be reordered. Though, its sure that there is always the possibility of unforeseen challenges and opportunities (BDO United States, 2020).

Addition to that, they explains about social characters and individual-society connections in relations to social issues (Kumar, n.d.). Like in a participant's (SSE10) notable response, "The vital roles played by the social science educators in the POST-COVID crisis is to be aware all the time of the unexpected things to happen. It may change the system of Philippine education during pandemic but the social Sciences educators shouldn't have difficult time to be receptive to new ideas." The impact of Social studies education towards the contemporary society, pandemic period, is more important than ever (Hartono & Ozturk, 2021) [19].

Theme 6. Economic Analyst
Economics are a part of everyday life. Having a firm grasp on economics enables us to make use of current and previous paradigms for society, businesses, and individuals (Durham University, 2020) [14]. A participant (SSE07) emphasized that every stakeholder of the society are on the verge of purge regardless of status. Shifting of every commerce online, which affects every conventional established small businesses. According to the rapid survey Asian Development Bank Institute [ADB Institute] (2021) that education, construction, housing, food services and tourism, and manufacturing were the most impacted industries amidst pandemic. However, power, energy, ICT, and real estate performed better. Though Asian economies progressively recovered recently. Overall, the business has not changed; demand and sales continue to fall.

Despite the struggles, the economy and commerce is resilient. It experienced massive transformation amidst pandemic. So, a participant (SSE06) encouraged that social studies educators should give valuable opinion on the rise e-commerce amidst pandemic and it may affect the future economy. According to the report of United Nations Conference on Trade and Development [UNCTAD] (2021), in the face of a failing global economy, COVID-19 has generated an e-commerce explosion and accelerated digital transformation. Global economy has shifted digitally. The lifestyle of world has changed which involves economy. And during this global recession, digital transformation is becoming increasingly vital. To remain relevant in the current environment, digital initiatives may need to be reordered. There is always the possibility of unforeseen challenges and opportunities (BDO United States, 2020). So, social studies educators must also focus this, for people fully grasped what is e-commerce and its impact in human society.

In relation to this, a participant (SSE13) also emphasized, "They give light to the gray areas of understanding on the impacts of pandemic in the macro and micro scale of society." In elaboration, microeconomics looks at individual actions and macroeconomics at the broader economy. Both economics types use historical patterns and present situations to advise strategic choices and anticipate market behavior (Chladek, 2017) [10]. So why is it important to know this? Because all activities of a country is relative with the economy. So, economics will play a crucial role in resolving the pandemics consequences (Sarkar, 2020) [39]. So, teachers teaching economics is more important than ever. Every little bit of knowledge towards it may bring significant contribution for the society.

Theme 7. Local Historian
According to Muñoz, Torres, Martinez and Carrillo (2022) [27], teaching history increases people's understanding of their culture and history, which promotes democratic growth. And learning history is much more relatable, effective and attractive if local history is related (Aktekin, 2010) [2]. The local history during the pandemic is essential to study, record, analyze and teach regardless of period. According to one of the participants (SSE06), "The social studies teachers could summarize and make a narrative on what happened during the pandemic. They could describe or explain the events for people to fully understand this local history. For example, why market or economy plummeted during lockdown, or why is lockdown policies are so strict in the early stages of pandemic?" Every events happened, market flow, lockdowns

and quarantines, vaccinations etc should be compiled and reflected upon. Pizarro-Escuti (2020) [32] said that historians connect prior events, evaluate them, and utilize them as a foundation for future predictions. That is the basic objective of history. The facts from the outbreak may serve as lessons for better politics, the economy, and so on in the aftermath of future pandemics. A related response also says that, "Soc. Sci. educators should compile all the necessary information about certain events that created opportunity or disaster during the implementation of the National and Local Health protocol. (SSE09)" Even though people have basic understanding towards local sociocultural and sociopolitical histories, which was learned from their local communities as they grew up (Agon, 2021) [1]. It is not enough. So, social science teachers must dig up the past because local history helps students better understand their community, as well as the inequities in education, poverty, health outcomes and other issues that they see around them every day (Dillard, 2019) [13]. Encourage the study of local history and culture. Make studying a habit and a lifestyle by providing tools that improve students' knowledge and understanding of these topics. This will promote knowledge as well as cultural sensitivity, boosting local identity (Ysulan, 2021) [47].

Theme 8. Future Ready Educator
An additional position that was mentioned by the participants is that of a teacher who is forward-looking. Teaching social sciences in the today's complex educational landscapes necessitates constant adaptation. A noteworthy respond from a participant (SSE11) stated that, "Technology is at its peak and we must sort all the necessary platforms to educate the generation of future leaders today. Social science educators must have a strong connection not only in the educational Institutions but for the parents and students as well. We may have difficulties, struggles and challenges facing today but because of our flexibility as educators the impossible to impose the knowledge to the students will happen." Based on what occurred at COVID-19, this reaction demonstrate how social science education might be improved. According to Dantic and Rogayan (2021) [38] future-oriented educators have proposed that, despite the challenges in education, technology should be used effectively to connect theories to reality and incorporate all parties engaged in the educational process. Quality is still emphasized in the development of education. National education development strives to enhance teaching and learning in the classroom while focusing on students' entire development (Noviani, Soetjipto, and Sabandi, 2015) [28].
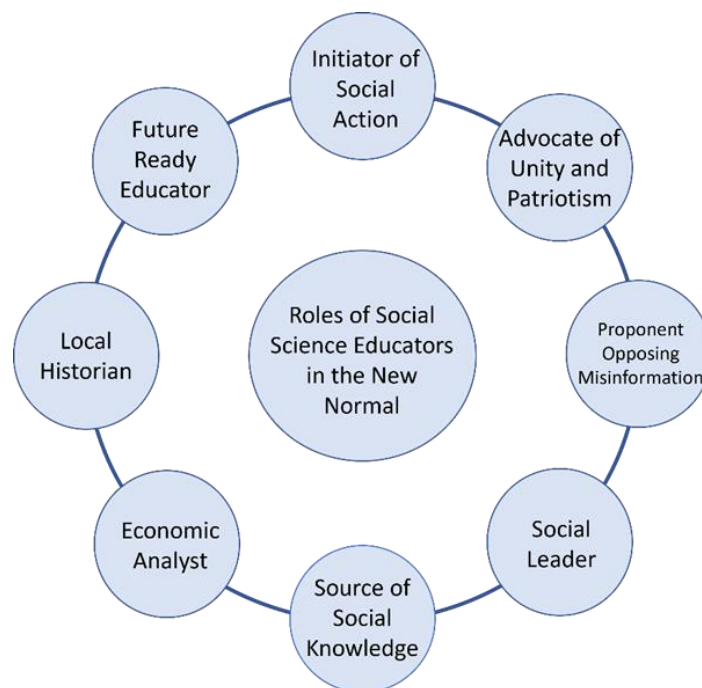
Fig 1: Roles of Social Science Educators in the New Normal

The conceptual framework can serve as reference by educational institutions about social science educators' roles in the New Normal. Integrating the model into preservice teacher preparation can help them understand their role in preventing future pandemics. Social science educators must be adaptive in their roles as learning advocates, change agents, and contributors to the information-based society. In the context of the VUCAD2 world, social science educators' roles will be reinterpreted and reframed in the post-pandemic setting.

Conclusion
Based from the findings, it concludes that there are many significant roles that social science educators play in the new

normal period. They should be a social leader with the advocacy of unity and patriotism and initiating social actions to bring hope and resiliency to this society. They should also be source of quality, accurate and sensible information and knowledge with the strong will to fight against rapid and harmful fake news. They should also record, compile, summarize and reflect on the events happened in the COVID Pandemic, socially, politically, and economically to serve as inputs or reference. Lastly, be a future ready educator who are adaptable to the fast-phase changing educational landscapes.

Limitations
The findings of this narrative study show the roles that social

science instructors may play in the New Normal system. Furthermore, the research provides policy and pedagogical implications for social science teachers' critical responsibilities in the new normal society. However, due to the study's qualitative character, there are limitations must be considered. First, the roles identified were based mostly on narratives from participants rather than a survey form. Second, the study only included 15 educator, which may not adequately represent other social science educators. Finally, the inquiry did not employ any statistical analysis. In order to quantitatively confirm the present findings, the researchers advise conducting additional study.

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