

EXAMINING THE ROLES, FEARS, AND EXPECTATIONS OF FILIPINO STUDENTS OF POST-PANDEMIC EDUCATION VIA DOODLES

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Abstract

The education sector was not spared from the effects of the COVID-19 pandemic. Disruption of classes brought by strict lockdowns and social-distancing measures was detrimental to the student's academic, economic, and social life. Interestingly, the current health crisis has led many countries to create innovative countermeasures to secure students' learning continuity. Such ingenious actions and preparations for the post-pandemic education setup were currently done. While many scholars have provided insights on post-pandemic education, studies on students' perspectives remain opaque in the literature. This paper argues that considering students' perspectives in creating educational policies is critical because they directly experience the policies in place. Anchored on Premack and Woodruff's (1978) Theory of Mind, this qualitative study purports to surface the roles, fears, and expectations of post-pandemic education among a select group of Filipino students via semiotic analysis design. Seventy-three (n=73) purposively selected Filipino students participated in the data-gathering procedure using doodles. Through Steger's (2007) three-step metaphor analysis, an exciting pyramid model that vividly depicts the role (triad of proclivity), fears (triad of obscurity) and expectations (triad of amenability) of the Filipino students about the post-pandemic education was developed. The findings of this study may inform policies and practices in preparation for the post-pandemic education setting.

Keywords: *semiosis, post-pandemic education, students' roles, students' fears, students' expectations*

Introduction

The COVID-19 crisis has dramatically affected the global educational landscape. The United Nations (2020) reported that the health-pandemic resulted in the closure of schools affecting ninety-four percent of the world's student population and up to ninety-nine percent in low and lower-middle-



income countries. The pandemic-induced disruption to education has also led many academic institutions to conduct homeschooling that was found detrimental to students' learning and social life (Burgess & Sieverstsen, 2020). Accordingly, a three percent lower income for the entire lifetime of affected grades 1-12 students and lower-long term GDP growth for countries can be expected due to the pandemic (Hanushek & Woessman, 2020).

Furthermore, the global health challenge forced various countries to transform education through innovative countermeasures to ensure learning continuity amidst the pandemic. For example, the Indian government has explored the affordances of open and distance learning (ODL) by adopting different digital technologies in teaching (Jena, 2020). In the Philippines, online training on lesson delivery using limited time effectively and efficiently during online classes was provided for teachers (Villanueva, 2020). Tellingly, the COVID-19 pandemic has stretched the resources and resourcefulness of the global education sector. However, as the world currently addresses the immediate education concerns, it is also critical to envision how post-pandemic education would be realized.

Interestingly, some scholars have provided insights into post-pandemic education. For instance, Teräs et al. (2020) offered a perspective on the dangers of digitalization of education in the post-pandemic setting. Tesar (2020), for his part, argued that the transition to post-COVID education might be very long, unclear, and messy. Further, Cahapay (2020) highlighted the value of inculcating preparedness competencies among the students in times of crisis in post-pandemic teaching. While most of the literature on post-pandemic education focuses on transitioning, curriculum, and preparedness, students' perspective on the topic remains unexplored.

According to Levin (2000), "by talking with and listening to students, we can learn more about how classroom and school processes can be made more powerful, and how improvement can be fostered, whether or not students are committed to a particular reform." (p. 158). Moreover, Cook- Sather (2002) argued that including students who experience the impacts of existing educational policies in practice may provide missing critical points in the ongoing discussion on education. Hence, this qualitative paper aims to surface post-pandemic education's roles, fears, and expectations among a select group of Filipino students via metaphor analysis. This qualitative study's findings may inform educational policies and practices at the micro and macro level intended for the post-pandemic education setting.

Theoretical Background

Theoretical framing

This qualitative inquiry is theoretically underpinned by Premack and Woodruff's (1978) theory mind (ToM). According to Thompson (2017), ToM



"involves understanding another person's knowledge, beliefs, emotions, and intentions and using that understanding to navigate social situations." Leslie (2001), for his part, averred that ToM is not only comprised of merely having a belief but also an ability to have beliefs about beliefs. Characteristically, ToM is composed of two aspects: cognition and affective. Cognitive ToM involves the epistemic mental states, thoughts, beliefs, and intentions of a person, while affective ToM centers on feelings, affects, and emotion (Shamay-Tsoory et al., 2009).

Impliedly, this study's participants may have certain notions about their roles, fears, and expectations of the post-pandemic education accrued on a specific set of beliefs on the current situation that may be reflected through creating doodles. Accordingly, such notions and beliefs of the participants could be stemming from their Cognitive ToM.

Review of literature

The role of the students in education

In sociological contexts, a role is defined as the amalgam of behavioral materials linked to a particular social position in a group, community, or society (Kendall et al., 2017). Noteworthily, the role of the youth in society has been well-recognized by scholars across the literature. For instance, Chimuka (2017) claimed that youth play a critical role in advocating for education. Moreover, Serido and colleagues (2009) together with Borden and Serido (2009) averred that the youth have the power to promote their own sector's development and participate in societal activities that aim for the betterment of the society at large, provided that they have the proper venue and empowered by adults. Remarkably, the youth and their initiated programs and advocacies were seen to promote social change both in micro and macro-level (Christend & Dolan, 2010; Iwasaki, 2015). However, Stonemann (2002) argued that many young people's potential to create impacts on society are put to waste due to powerlessness, poverty, and boredom. He also claimed that schools are the proper venue to foster such potentials among this promising sector of society.

Considering that most students are part of the youth sector, it is interesting to explore their role in an educational environment. Characteristically, the youth is created in educational systems since young people develop their personalities and behavior mostly inside the school (Morch, 2003). However, as students, the youth's role has been long typified as merely learners or receivers of information shared by teachers (Atieno, 2019; Cook-Sather, 2010). Additionally, students were considered to be in the bottom of the education status list and treated as only objects of reform (Levin, 2000). Cooker-Sather (2009) also reported that including students perspectives and voices in education has been a rare phenomenon.



For Cooker-Sather (2010), such a scenario should be addressed considering that many educational programs and policies are formulated for the student sector, requiring them to be involved, consulted, and allowed to share perspectives. Aside from turning them into actors instead of being acted upon, their potentials and global skills should also permit them to take an active role in creating educational policies, programs, and practices (Cook-Sather, 2002). For his part, Levin (2000) also suggested that the learners should have a more significant contribution in shaping their production if academic institutions desire improved outcomes. Interestingly, positioning students as active players in an educational setting may gradually improve the education stakeholder's mindset and eventually turn the teacher-student relationships from a passive-oppositional to a more active-collaborative way (Cooke-Sather, 2009).

Students' common fears in school

According to Adolphs (2013), fear is commonly conceptualized as "an adaptive but phasic (transient) state elicited through confrontation with a threatening stimulus." (p.3). Notably, personal experiences with victimization in school were found to be the common cause of fear among students (Astor, 2006) with fear of bullying considered as the most common among students (Vidourek et al., 2016; Keith, 2017). Other fears found by different studies among students in the school were fear of failure (Martin & Marsh, 2003), fear of being singled out by the teacher, or the fear that other students will laugh at them (Bledsoe & Baskin, 2014), losing a school year due to life's challenges (Hasan & Bao, 2020), and fear of being victimized by school violence (Akiba, 2008). In the current health pandemic, a study conducted by Brock University in Canada has shown students' current fear of catching the COVID-19 virus (Hrsitova, 2020). Another study conducted by the Norwegian Refugee Council revealed that children fear death due to COVID-19 (Grønhaug, 2020). However, studies on student's fear of going to school in the post-pandemic contexts seem to be an uncharted research territory to date.

Expectation of students from school

For Ojasalo (2001), managing expectations is crucial since the service process and outcomes match expectations. In order for students to be interested in learning, it has been imperative to identify their expectations from school. Likewise, Shank and colleagues (1996) have already found that students expect greater from their schools than professors. Additionally, Touro College (2013) in America, for one, has provided some of the student's expectations that are to be met to lessen school dropouts and maintain student's active engagement that includes, promotion of healthy relationships, the relevance of schoolwork, time to learn at one's own pace, opportunities to play, among others. For college students, a study revealed that they expected to be taught by formal and interactive lectures but preferred to be taught by interactive lectures and group-based activities (Sander et al., 2000).



Further, a recent study conducted in Australia reported that at the onset of university education, students' expectations were simply focusing on creating social bonds and adjusting to school culture (Chavan & Carter, 2018). It should be noted that meeting students' expectations is crucial in achieving their satisfaction (Geier, 2020). It is against this preceding background that this study aims to surface students' expectations of the post-pandemic education setting through metaphor analysis.

Methods

Design

Capitalizing on the power of metaphors to surface representations of how an individual views the world (Barnham, 2019), this employed the semiotic design to depict how the Filipino youth see their roles, fears and expectations of the post-pandemic education. According to Mingers and Wilcock (2017), semiotics focus on how meanings and interpretations are derived from signs and symbols with an aim to surface the underlying social and cultural rationale behind them.

Notably, semiotics has been recently utilized in different studies such as in teaching and learning university physics (Airey & Linder, 2017), analyzing representational complexities in social media (Mikhaeil & Baskerville, 2019) and understanding color meaning and color communication (Kauppinen-Räsänen & Jauffret, 2018), among others.

Study site and subjects

Seventy-three (n=73) purposively selected youth took part in this qualitative study. Participants were chosen using the following inclusion criteria: (i) aged 18-24 years old; (ii) currently enrolled as a full-time student in a private institution for more than 5 years; (iii) resides in the Philippines; (iv) conversant.

As illustrated in Table 1, most of the participants were 18 years old (63 or 86.30 %), more than female (46 or 61.64%), single (71 or 97.26%), living in the National Capital Region (44 or 60.27%) and belong to the Roman Catholic denomination (59 or 80.82 %). Furthermore, majority of the students involve in this study were in Grade 12 (73 or 100%), who were enrolled in the same private institution for 1 or 2 years (68 or 93.15%). In terms of their technological profile, all most all were found to be subscribing to postpaid internet plans (53 or 72.60%), own a social media account (73 or 100%), while more than half have 5 to 10 years of gadget use experience (38 or 52.05%) who spends more than 5 hours online per day (66 or 90.41%).

Table 1. Profile of student participants (n=73)

Variable	n	%	Variable	n	%
Age			Number of years enrolled in school		
18	63	86.30	1-2 years	68	93.15
19	4	5.48	More than 2 years	5	6.85
20	2	2.74			
n/a	4	5.48	Type of internet connection		
Gender			Prepaid	20	27.40
Male	28	38.36	Postpaid	53	72.60
Female	45	61.64	Social media account ownership		
Civil status			With social media account	73	100
Single	71	97.26	Without social media account	0	0
n/a	2	2.74	Years of gadget use		
Region of residence			Less than 5 years	5	6.85
NCR	44	60.27	5-10 years	38	52.05
Region 4A	6	8.21	More than 10 years	30	41.09
Region 5	7	9.59	Number of hours spent online a day		
Others	16	21.92	1-5 hours	7	9.59
Religion			More than 5 hours	66	90.41
Roman Catholic	59	80.82			
Protestant	2	2.74			
Christian	3	4.11			
Others	9	12.32			
Grade level					
Grade 11	0	0			
Grade 12	73	100			

Notably, the type of gadget used for online classes by the students was also collected (Table 2). Of one hundred eighty-eight (n=188) total gadgets owned and used by the participants for online classes, most were found to be smartphones (66 or 35.11%), followed by laptop (65 or 34.57%), desktop computer (22 or 11.70%), tablet (19 or 10.11) and smart television (16 or 8.51) respectively.

Table 2. Profile of gadgets used for online classes during the pandemic (n=188)

Variable	n	%
Smart phone	66	35.11
Desktop computer	22	11.70
Tablet	19	10.11
Laptop	65	34.57
Smart TV	16	8.51

The study was conducted in a private academic institution located in Manila, National Capital Region (NCR), Philippines. Currently, the NCR has an estimated down of around 815, 733 private school enrollments compared to last year due to the current health crisis (Mateo, 2020). As a result, 96 out of 2,391 private schools in Manila were forced to foreclose (Mendoza, 2020) making it imperative to conduct studies to understand the views of private students on education specially in the post-pandemic setting.

Instrumentation

A two-part data gathering tool was utilized to collect pertinent data needed for this naturalistic inquiry. First, was a demographic information tool to determine the baseline information of the participants. Information gathered include: age, gender, current year level, region of residence, number of years enrolled in a specific school, number of courses taken, among others. Lastly is a sheet created using Google Docs which the participants were asked to attach the image of their doodles depicting their roles, fears and expectations in the post-pandemic education setting (see Fig.1). Further, the participants were also provided with a box to elucidate the images they have provided for each concept requires.

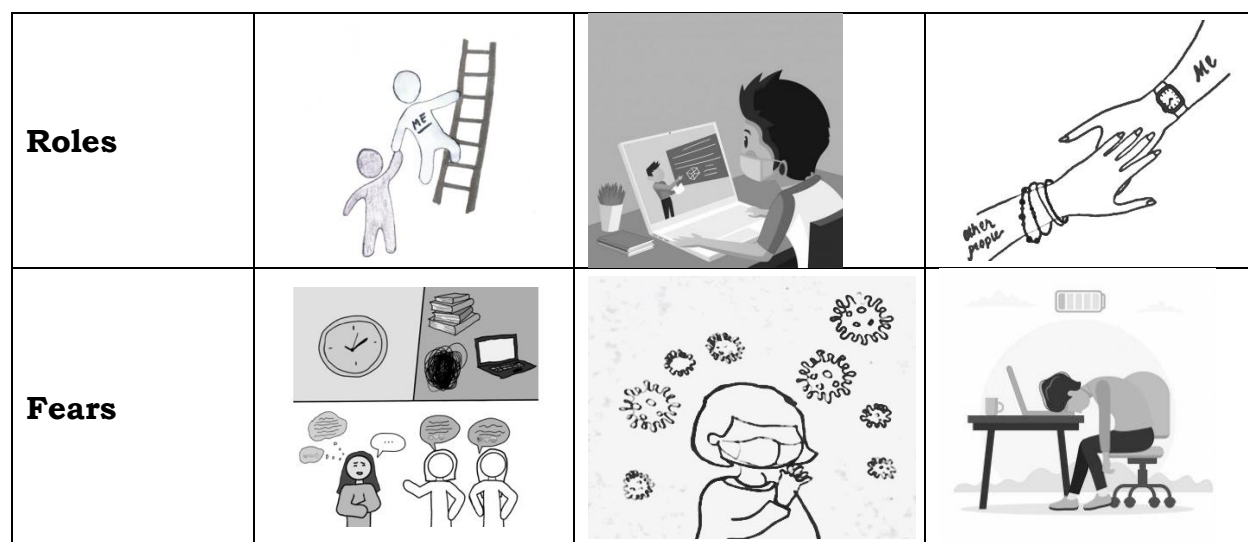




Figure 1. Sample doodles

Data collection, ethical consideration and data explication

Data collection was conducted from January 2021-March 2021. Further, data were gathered through the use of Google Docs in response to the need for social distancing due to the current health pandemic. Prior to data gathering, the participants were provided with an inform consent that contains the nature and purpose of the study, voluntary participation and confidentiality, among others. Afterward, they were asked to answer the demographic questionnaire tool first and afterwards voluntarily sketch each respective doodle (roles, fears and expectations of post-pandemic education) on a clean sheet of paper, take a photo of it and place it in the Google Docs provided to them.

Consequently, demographic data collected was descriptively analyzed while the collected doodles (Figure 1) were analyzed using Steger's (2007) three-step metaphor analysis. The first step involved the metaphor identification and selection by reading and re-reading the given illustrations by the participants. The general metaphor analysis came next that consists of comparing and identifying connections between groups of images with the same meaning to gain a general understanding of the metaphors. Finally, text-imminent metaphor analysis was conducted to provide the researchers with the context-based understanding of the data collected. It should be noted that a repertory grid was utilized to facilitate the emergence of data categories and eventually themes, that describe how the Filipino youth's role, fears and expectation in the post-pandemic education setting.

Findings

Guided by Premack and Woodruff's (1978) Theory of Mind (ToM), this naturalistic inquiry attempted to examine how Filipino students describe their roles, fears and expectations of the post-pandemic education. Utilizing Steger's (2007) metaphor analysis on sketches provided by the participants, this study developed a pyramid model (Figure 1) the vividly depicts the assumed responsibilities (adaptive, attentive, altruistic), worries (fear of responsibility, fear of mortality and fear of uncertainty) and anticipations (blended normal, boring normal and back to normal) of a select group of Filipino students about education in a post pandemic setting.

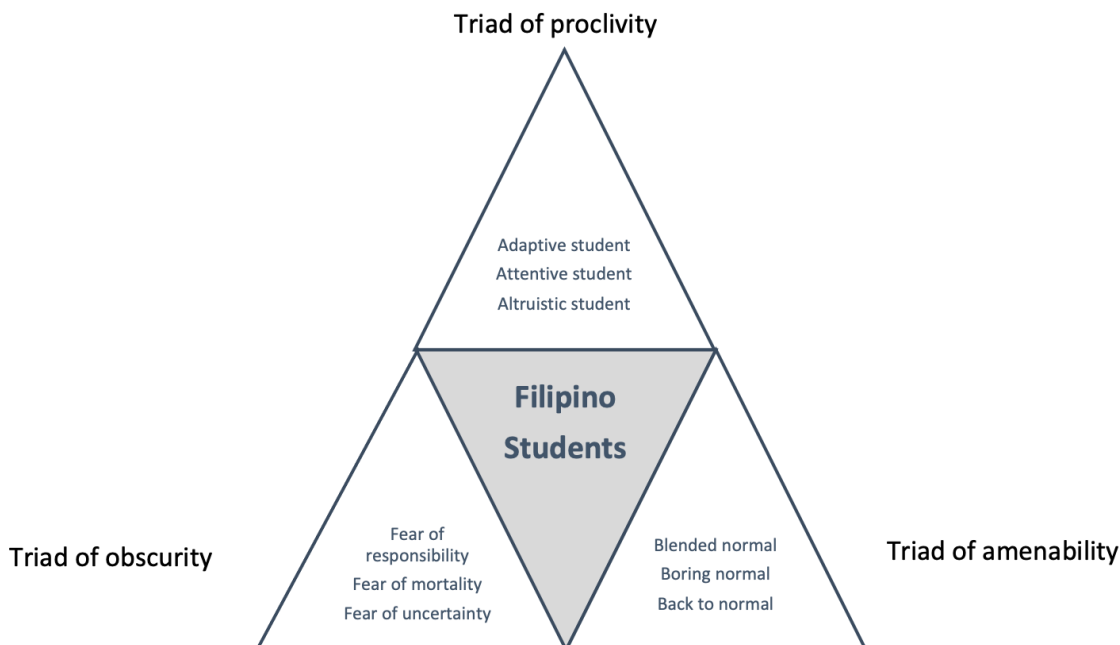


Figure 2. The pyramid of Filipino students' role, fears and expectations of the post-pandemic education

Triad of proclivity

In this study, it is interesting to note that the students' doodles reflect some of the interesting roles they believe they should play in the post-pandemic education setting. For instance, few of the doodles provided by the participants show a student adjusting to the new school environment or a student sitting in front of laptop watching an on-going class may indicate the role of being an adaptive student. Furthermore, other doodles reveal that students see themselves becoming an attentive student reflected in the images like a student taking down notes during online class, a student without an absent from class or a student raising his hand in an online class.

Remarkably, several figures drawn by the participants of this study such as a student helping other student climb a ladder and a hand reaching out to another hand also indicate their perception of becoming an altruistic student in the school at the end of this pandemic. These images showing cooperation or helping others may tell that the students believe that each one need assistance in order to survive and succeed in school. Summarily, the triad of proclivity refers to the students' presumed roles that are flexible, focused and benevolent toward peers in the post-pandemic education environment.

Triad of obscurity

Tellingly, several doodles provided by the students offer insights on their fears about the post-pandemic academic setting. First of which, is their fear of responsibility shown in images depicting a student with a low battery logo in its head or a student trying to juggle different task all at once. Such images may signify the overwhelming academic tasks along with other important matters they need to attend to at home if the distance learning mode is still implemented after the end of the health crisis. Second, is the students' apparent fear of mortality implied in the images of virus, a student that is sick, tomb with a cross, and a dying person. These doodles may imply that even in the post-pandemic set-up, the participants are still afraid that the virus-causing disease is still dangerous and may put them in great danger including their loved ones if they go to school.

Lastly, is their fear of uncertainty as seen in the drawings like questions mark, darkness and a tunnel without ending. Such images tell that few of the participants are worried and afraid of the unknown things that may come in their studies in the end of the global health pandemic. On the whole, the triad of obscurity refers to the students' fears on the overwhelming workload, disease and death along with uncertainties that the post-pandemic education will bring to the students.

Triad of amenability

Although it is true that the current health crisis has brought unprecedented changes in the educational set-up globally, it is still interesting to note that students in this naturalistic inquiry has their expectations in regard to their academic life in the post-pandemic future. Interestingly, some students envision that the post-pandemic education set-up is a blended normal where face to face and online classes will be conducted at the same time. This expectation is reflected in doodles such as a student attending both online and face to face classes and of students with modules but still going to school. While in the concept of bored normal, the students in this study expect that the post-pandemic education would be the same with what they have been experiencing currently, as shown in the images such as a bored student in front of the computer, a student imagining the pre-pandemic schooling, and a student letting out a sigh while attending a class, among others.

Surprisingly, in the concept of *back to normal*, some of the participants still anticipate that after the health crisis their academic will back the way it used to be in the pre-pandemic days. Such expectation is shown in their doodles like students inside the classroom having fun, walking inside the school with other students around and a student entering the school campus again. Summarily, the triad of amenability refers to the expectations of students of the post-pandemic education setting being a combination of the past and present

set-up, stuck with what the present offers of back to the normal enjoyed by every student.

Discussion

This naturalistic investigation attempted to explore how Filipino students see their roles, fears and expectations of the post-COVID 19 pandemic education via metaphor analysis. Interestingly, a model dubbed as The pyramid of Filipino students' role, fears and expectations of the post-pandemic education comprised of three triads of proclivity, obscurity and amenability that tellingly captures the participants' anticipation of the post-pandemic education.

Triad of proclivity

Initially, participants in the triad of proclivity see their roles as adaptive students in the post-pandemic education setting. Such notion among the Filipino students' may be explained by crises such the COVID-19 pandemic requires individuals to develop adapting mechanisms to survive (Reupert, 2020). This also hold true in a study across Greek and Cypriot participants indicating adaptation to the changes brought by COVID-19 pandemic to the society (Demetriou et al., 2021). Although student's notion of being adaptive in the post-pandemic education setting is impressive, it should be noted that scholars agree that the need to adapt with the unexpected and constant shifts in the education set-up during the pandemic is considered a burden and source of stress for many students (Ozamiz-Etxebarria et al., 2020); hence, school administrators are invited to highly consider students' adaptiveness and readiness in designing policies and practices relative to preparations for post-pandemic school setting.

Furthermore, findings of this study indicate that participants may assume the role of being an attentive student in the post-pandemic schooling. Attention is crucial for learning and acquiring new knowledge (Durães et al., 2016) and should be given highlight specially in a novel post-pandemic education. Surprisingly, stressful situations like the pandemic, may increase attention among individuals for a short-term period (Stoler, 2017; Vogel & Schwabe 2016). Similarly, Booth and Sharma (2009) argued that stress enables reduction of attention on irrelevant information. However, long term stress has detrimental to students' attention and learning (Vogel & Schwabe 2016) and such serves as the clarion call for providing support (at home or in school) to learners considering that the end of the pandemic may become a stressful transitional stage for students.

Remarkably, the role of being an altruistic student in post -pandemic education was also expressed by the doodles provided by the participants. Altruism is natural for humans specially toward their own group (Savulescu & Wilknison 2020); thus, student may express such characteristic to their

classmates or co-students. Furthermore, Vieira and colleagues (2020) suggest that real-life crisis like COVID-19 promotes altruistic actions. However, a study has shown that students with high altruism have lower affect which in turn influences their anxiety and depressive symptoms during COVID-19 pandemic (Feng et al., 2020). Considering the recognition of altruism in positively changing the direction of our battle against the current health crisis (Walker, 2021), educators are invited to capitalize on students' altruism in spreading relative health information on COVID-19 pandemic and providing support to their fellow students struggling in the post-pandemic schooling.

Triad of obscurity

The negative impacts of the current pandemic have made psychological disturbances like fear to be prevalent specially among students (Gritsenko, et al., 2020). In the second finding called triad of proclivity, the doodles collected from the participants were able to depict the different fears deemed by the students toward the post-pandemic education. For instance, participants were one in saying that fear of responsibility specially in terms of balancing academics and life concerns them the most. Such notion maybe in line with the fear of failing and ability to self-regulate specially in a novel time like the post-pandemic setting. Notably, such finding runs consistent with the study of Abdi Zarrin and Gracia (2020) which indicates Iranian female students having more fear of failure and organizing compared to males. Among Russian and Belarusian students, fear was also found to be prevalent in the current pandemic situation (Gritsenko, et al., 2020) and this fear may extend until the end of the pandemic. Furthermore, academic stress may also play a role in this fear of responsibility given that the new academic set-up brought by the current health crisis demands a lot of adjustments from the students that may lead to stress (Ozamiz-Etxebarria et al., 2020). Interestingly, a study showing academic stress among Egyptian secondary school students related with fear of failure may support this finding (Khalifa, 2021).

The fear of mortality was also surfaced from the doodles of the participants in this study. Notably, such fear centers on acquiring the disease and of one's or family member's death due to COVID-19. Fear of acquiring the disease was revealed to be common specially in a health crisis like COVID-19 pandemic and this fear oftentimes lead to psychological distress (Saravanan et al., 2020; Nguyen et al., 2020). Fear of death or death anxiety was also seen prevalent during the current health crisis. In fact, a study conducted by Pradhan et al. (2020) during the pandemic revealed neuroticism to be positively influencing death anxiety. Such result finds concurrence with the investigation of Pérez-Mengual and associates (2020) during the current pandemic which showed women to display higher scores of anxiety and fear of personal death.

Ambiguous times such as COVID-19 pandemic where cure and normalcy seem to be out of sight is the crux of fear of uncertainty among the participants of this investigation. Such uncertainty, according to Han et al (2018) could be products of confusing and conflicting information about the pandemic from different resources. For Usher et al (2020), feelings of loss of control may drive fear of uncertainty which also lead to increase in feelings of alarm and certain behaviors just to regain control of the situation. Considering these findings, school administrators and educators are encouraged to provide a safe spaces for students that include but not limited to providing accurate information about the virus both online and offline, activities for preventive mental health, and opportunities for relaxation and family-time to reduce these fears of students in the post-pandemic education setting.

Triad of amenability

The analysis of doodles in this naturalistic inquiry also revealed three expectations of the participants in regard to post-pandemic education. First of which is the expectation of a blended normal or combination of face-to-face and online class in education after the pandemic. Blended learning, according to Saboowala and Manghirmalani-Mishra (2020) is perceived to be embraced in the post-pandemic education set-up. Noteworthily, this finding is also supported by a study on perceptions of teachers and learners of future education (post-COVID19) that posits belended learning as the most suitable learning form of education in the future (El Rizaq & Sarmini, 2021). Thus, further explorations on the perception and preparedness of the students for blended learning are highly advised considering the lack of studies involving learners on this topic.

It is also interesting to note that the student participants of this study also expect a boring normal in the post- COVID19 schooling. Such may be explained by Pekrun's (2006) control-value theory of achievement emotions where it is postulated that boredom may be experienced when lack of control over activities exist because of demands are higher that the capabilities of the individual. This is a clarion call for educators to identify capabilities of the students in the onset and consequently tailor fit lessons and activities according to these capabilities to somehow reduce boredom among students in the post-pandemic schooling.

Surprisingly, some students anticipate a back to normal situation in their education post-COVID19. Perhaps, many students in this study still long for the usual academic set-up they experienced prior to the pandemic. Such phenomenon may be called as high attachment which Elphinstone et al. (2019) described to be "more likely to 'cling' to existing thought and/or behavior patterns or to actively avoid the situation or new approaches to dealing with it". (p.786). Worryingly, highly attached individuals are prone to different psychological distress (Elphinstone et al., 2019) while in contrast, non-attached is people found be mindful that partially determines positive psychological



outcomes (Whitehead et al., 2019). Hence, parents and educators are encouraged to provide students with enough time and support to prepare them in embracing the future education set-up past COVID-19 pandemic.

Conclusion

Theoretical contributions

Interestingly, studies prospecting the post-COVID19 education have been consistently done despite the end of the pandemic currently out of view (see: Arnové, 2020; Cahapay, 2020; Neuwirth et al., 2020). However, understanding the COVID-19 education from the perspectives of students still remains a research gap that needs to be addressed. It should be noted that students' voice should be given a premium in creating educational policies, programs and activities (Cook-Sather, 2002) most importantly in the post-pandemic setting. Accordingly, this study, to the authors' knowledge, is a pioneering contribution to the growing literature on post-pandemic education specifically on student's roles, fears and expectation. Moreover, this investigation expands the utilization of metaphor analysis in understanding human phenomenon and experiences specially among students. In terms of theory, this study serves as an invitation for future explorations in education anchored on Premack and Woodruff's (1978) Theory Mind (ToM).

Practical contributions

This investigation also provides a number of practical contributions. Firstly, findings of this study may provide directions for school administrators in creating curriculum, policies and guidelines that will capitalize the assumed roles, manage the fears and meet the expectations of students of the post-pandemic education. Secondly, educators may refer to the findings of this investigation in preparing and conducting meaningful learning experiences for the students despite the novelty and challenges that the post-COVID19 education and environment may bring to the learners. Lastly, parents and adult guardians may infer to the study's findings in supporting students at home specially in terms of their fears and expectations of the future education set-up.

Limitations and recommendations for future studies

Although this investigation is successful in surfacing the roles, fears and expectations of the Filipino students toward post-COVID19 education, it should be understood with limitations. The number of participants in this makes the its finding's generalizability limited; thus, future studies may involve greater number of participants and conducted with students across different sections (year level, gender, ethnicity, etc.). Furthermore, the study's design is only limited to analyzing doodles provided by the participants. As such, replication of



this study employing qualitative designs that involve interviews may not only provide thicker and richer set of data but deeper insights on the perspectives of learners of the post-pandemic education. Future researchers may also anchor prospective studies on other theoretical framings available in psychology and education for a unique and more vibrant view of the topic being understudied.

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