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# Metamorphosis of Humanities Education in the Aftermath of the Pandemic: Navigating Challenges and Seizing Opportunities

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*Article*

# Metamorphosis of Humanities Education in the Aftermath of the Pandemic: Navigating Challenges and Seizing Opportunities

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**Abstract:** The post-pandemic landscape has ushered in a transformative phase in education, compelling a profound reexamination of the humanities' role. This study navigates the multifaceted dimensions of humanities education, including its response to digital transformation, interdisciplinary methodologies, emotional intelligence cultivation, inclusivity efforts, and its forward trajectory. Employing qualitative methods, including innovative approaches such as advanced data analysis techniques, intensive in-depth literature reviews, maximum purposeful sampling, informal interviews among thirty (30) participants from SMC, observation, and thematic analysis, this research captures diverse perspectives. Leveraging evolving research methodologies, the study resonates implications for educators and institutions, envisioning a humanities education poised for resilience and responsiveness, sculpted by the pandemic's challenges and the potential it has unveiled.

**Keywords:** Aftermath of the Pandemic; Humanities Education; Navigating Challenges; Seizing Opportunities

## 1. Introduction

In the wake of unprecedented global challenges brought forth by the COVID-19 pandemic, the landscape of education has undergone a profound transformation. Institutions worldwide have been compelled to reassess and adapt their pedagogical approaches to navigate this new terrain effectively. This study delves into the intricate metamorphosis of humanities education in the aftermath of the pandemic, examining the challenges that arose and the opportunities that have emerged. Specifically conducted within the premises of St. Michael's College in Iligan City, this exploration takes place in August 2023, capturing a crucial juncture in the evolution of education.

In this era marked by digital ubiquity, the digital transformation of education stands out as a defining paradigm shift. Integrating technology into the pedagogical framework has opened doors to innovative teaching methodologies, collaborative platforms, and interactive learning experiences. Simultaneously, the interdisciplinary approach gains prominence as a response to the dynamic interconnectedness of today's world, fostering a deeper understanding of the complex challenges humanity faces (Fayed & Cummings, 2021; International Commission on the Futures of Education, 2020).

Furthermore, the significance of emotional intelligence and empathy within education becomes increasingly evident. As the boundaries between physical and virtual learning spaces blur, cultivating emotional intelligence becomes paramount for educators and learners alike. Inclusivity and accessibility emerge as non-negotiable imperatives, demanding that educational initiatives accommodate diverse learning styles, abilities, and backgrounds (Author Unknown, 2021; The World Bank Group, UNICEF, & UNESCO, 2023).

The imperativeness of this study lies in its endeavor to decode the multifaceted transformation of humanities education. As we navigate through this evolving landscape, it is essential to comprehensively dissect the challenges that have emerged and the opportunities that have

blossomed. By understanding these shifts, educators, institutions, and policymakers can forge a resilient path forward, one that ensures the holistic development of learners in a rapidly changing world (Reimers, 2022).

The outcomes of this study promise to be multifarious. It seeks to equip educators with insights into the evolving dynamics of their profession, empowering them to navigate the complexities of the post-pandemic educational landscape more effectively. Furthermore, administrators and policymakers will find valuable insights to guide their decisions, fostering a learning environment that is not only adaptable but also equitable and inclusive (Lemov et al., 2023).

In the ensuing pages, this paper undertakes a comprehensive exploration of the transformation of humanities education in the post-pandemic era. It probes the challenges that surfaced amid the shift, ranging from technological adaptation to fostering emotional intelligence, inclusivity, and accessibility. Additionally, it illuminates the opportunities that have arisen, providing educators and institutions a roadmap to harness the potential of this transformative period. Through this examination, the study asserts that while the pandemic posed unprecedented challenges, it has also catalyzed an evolution in humanities education that holds the promise of a more resilient and responsive educational paradigm. Moreover, in crafting this paper, advanced AI tools have contributed to the exploration and development of key ideas.

## 2. Literature Review

The transformation of humanities education in the post-pandemic era has garnered significant attention, particularly concerning the impact of the COVID-19 pandemic on teaching and learning dynamics. Several studies have contributed valuable insights into the various facets of this transformation and its implications for educational practices. This literature review engages with relevant research to identify key themes, including digital transformation, interdisciplinary approaches, emotional intelligence, inclusivity, accessibility, and the future of humanities education, while highlighting gaps in existing research.

**Digital Transformation and Remote Learning:** The advent of digital transformation in education has brought about a paradigm shift in pedagogical practices (Pokhrel & Chhetri, 2021). The COVID-19 pandemic expedited the adoption of online platforms like Zoom for remote learning (Zoom Blog, 2022). Peimani and Kamalipour (2021) shed light on students' perceptions and learning experiences in the online education landscape. However, there is a lack of comprehensive investigations into the long-term effects of digital transformation on humanities education and the extent to which it supports critical thinking and engagement.

**Interdisciplinary Education:** The literature emphasizes the significance of interdisciplinary approaches to address complex global challenges (International Commission on the Futures of Education, 2020). Zhao and Watterston (2021) underscore the need for transformative changes in education post-pandemic. Nevertheless, limited research has thoroughly explored the practical implementation of interdisciplinary approaches within humanities curricula and their influence on students' comprehensive understanding of intricate societal issues.

**Emotional Intelligence and Inclusivity:** In the realm of remote and hybrid learning environments, cultivating emotional intelligence and empathy has gained prominence (Author Unknown, 2021). Peker (2021) and Barrot and Llenares (2021) delve into the challenges faced by students and their coping mechanisms during the pandemic. However, a comprehensive exploration of strategies to integrate emotional intelligence and empathy within humanities education remains underexplored.

**Future of Humanities Education:** The future of humanities education is a topic of contemplation, particularly in light of the pandemic's disruptions (Reimers, 2022). Williams (n.d.) contemplates the purpose of humanities education beyond crisis situations. Furthermore, research by Li (2021) critically analyzes policy implementation for educational improvement. While these studies contribute insights, a comprehensive examination of strategies to ensure the relevance and vitality of humanities education within the evolving educational landscape is warranted.

**Addressing Gaps and Research Objectives:** The existing literature reveals noteworthy gaps within the discourse on the transformation of humanities education. Despite insights into various aspects such as digital transformation, interdisciplinary education, emotional intelligence, inclusivity, and the future of humanities, there is a dearth of holistic investigations into their interconnections. This study endeavors to bridge these gaps by offering a comprehensive exploration of the multifaceted transformation of humanities education in the post-pandemic era. Specifically, the study aims to unravel the intricate challenges and opportunities arising from this transformation, providing educators and institutions with valuable insights to navigate this evolving landscape effectively.

This study aims to achieve five specific objectives, each addressing crucial dimensions of the transformation of humanities education in the post-pandemic era:

1. Investigate the impact of digital transformation on humanities education in the post-pandemic era.
2. Explore the implementation and effectiveness of interdisciplinary approaches in humanities education within the evolving educational landscape.
3. Assess the role of emotional intelligence and empathy in fostering meaningful connections within remote and hybrid learning environments.
4. Examine the efforts and measures taken to ensure inclusivity and accessibility in humanities education post-pandemic.
5. Envision the future trajectory of humanities education in light of the challenges and opportunities presented by the pandemic.

Each objective is supported by a corresponding research question, shaping the inquiry and investigation undertaken in this study:

1. How has the integration of digital tools and platforms affected the teaching and learning experience in humanities education following the COVID-19 pandemic?
2. What are the practical strategies for integrating interdisciplinary approaches into humanities curricula, and how do they contribute to students' holistic understanding of complex societal issues?
3. How can emotional intelligence and empathy be effectively cultivated within humanities education to enhance students' engagement and sense of belonging in digital learning spaces?
4. What initiatives have educational institutions undertaken to promote inclusivity and accessibility within humanities education, and how have these efforts impacted diverse learner populations?
5. What strategies can educators and institutions adopt to ensure the continued relevance and vitality of humanities education within the ever-evolving educational landscape in the aftermath of the pandemic?

### 3. Scope and Limitations

This study investigates the transformation of humanities education in the post-pandemic era, focusing on key dimensions including digital transformation, interdisciplinary approaches, emotional intelligence and empathy, inclusivity and accessibility, and the future trajectory of humanities education. The investigation is situated within the context of St. Michael's College, situated in Iligan City, Philippines, during July 2023. This specific scope allows for an in-depth exploration of the experiences and dynamics unique to humanities education in this locale at a defined point in time (Reimers, 2022; Peimani & Kamalipour, 2021; Barrot & Llenares, 2021).

#### Limitations of the Study

While this study contributes valuable insights, it is important to acknowledge its limitations. The findings and conclusions are context-specific to St. Michael's College, Iligan City, Philippines, and may not be broadly applicable to other educational institutions or settings. Additionally, the study's temporal scope is limited to July 2023, potentially missing developments beyond this period (Zhao & Watterston, 2021; The World Bank Group, UNICEF, & UNESCO, 2023). The reliance on available data and participant responses introduces the possibility of response bias and limitations in

comprehensiveness (Peker, 2021). Resource constraints may result in gaps in the analysis, as the study may not encompass all potential facets of humanities education transformation (Author Unknown, 2021).

Overall, this study provides a comprehensive examination of humanities education transformation within its defined scope. However, its findings should be interpreted with consideration for the specific context and limitations elucidated herein.

#### **4. Theoretical Framework**

This study is anchored within a multidimensional theoretical framework that draws upon three key theories, each contributing to the comprehensive understanding of the transformation of humanities education in the post-pandemic era. These theories, propagated by prominent scholars, provide valuable perspectives on the various aspects under investigation.

**Digital Transformation in Education:** The theory of digital transformation, notably championed by Fayed and Cummings (2021), highlights the profound impact of technology on modern education. This theory posits that the integration of digital tools and platforms within educational practices has reshaped pedagogical approaches and learning dynamics. In the current study, this theory serves as the foundation for investigating the influence of digital transformation on humanities education, as exemplified by the integration of digital tools within St. Michael's College (Fayed & Cummings, 2021; Peimani & Kamalipour, 2021).

**Interdisciplinary Education:** The theory of interdisciplinary education, expounded upon by scholars like Reimers (2022) and Zhao and Watterston (2021), underscores the value of blending diverse fields of knowledge to foster holistic understanding and innovative thinking. This theory asserts that interdisciplinary approaches enrich students' capacity to tackle complex societal issues. Within the scope of this study, the theory guides the exploration of interdisciplinary strategies within humanities curricula and their contribution to students' comprehensive comprehension (Reimers, 2022; Zhao & Watterston, 2021).

**Inclusivity and Accessible Education:** The theory of inclusive and accessible education, advocated by entities such as The World Bank Group, UNICEF, and UNESCO (2023), underscores the importance of creating learning environments that cater to diverse learners. This theory asserts that educational institutions should prioritize inclusivity and accessibility to ensure equitable learning opportunities. In the current study, this theory underpins the examination of initiatives to promote inclusivity and accessibility within humanities education, particularly considering the experiences of diverse learner populations (The World Bank Group, UNICEF, & UNESCO, 2023; OpenAI. (2023); Barrot & Llenares, 2021).

The confluence of these theories forms the theoretical foundation of this study, enabling a nuanced exploration of the multifaceted aspects of humanities education transformation in the post-pandemic era. By integrating insights from digital transformation, interdisciplinary education, and inclusivity principles, this theoretical framework facilitates a comprehensive understanding of the challenges and opportunities inherent in shaping the future of humanities education.

#### **5. Methods and Design**

This study adopts a qualitative research design, aligning with the principles outlined in Creswell and Creswell's seminal works (2013; 2017). A qualitative approach is chosen to facilitate an in-depth exploration of the transformation of humanities education post-pandemic, thereby capturing the intricate nuances of the phenomena under investigation.

At the heart of any research pursuit lies the methodology that shapes the contours of investigation, lending structure to inquiry and breathing life into research questions. This section illuminates the intricate tapestry of methods employed to unravel the transformation of humanities education in the post-pandemic era. With a firm commitment to robustness and rigor, our approach was meticulously crafted to capture the diverse nuances and dimensions of this complex phenomenon. As we traverse the following pages, the intricate details of maximum purposeful sampling, informal interviews, observations, and thematic analysis unfold. These methods,



intricately woven, offer a comprehensive lens through which to perceive the intricacies of challenges, opportunities, and the evolving landscape that unfolds within the realm of humanities education. Through this exploration, the subsequent paragraphs meticulously detail our chosen path to discovery, ensuring the depth and validity of our findings.

To ensure diverse perspectives, maximum purposeful sampling is employed, in line with the methodology proposed by Palinkas et al. (2015) and Benoot et al. (2016). This approach ensures a deliberate selection of participants who can provide rich and varied insights on the transformation of humanities education, enhancing the comprehensiveness of the study.

Incorporating the informal interview technique, inspired by the works of Creswell (2013; 2017), this study engages participants in open-ended conversations to delve into their experiences and perceptions. The use of informal interviews provides a platform for participants to share their unique insights, contributing to a holistic understanding of the subject matter.

The utilization of observations, as discussed by Smit and Onwuegbuzie (2018), enhances the qualitative inquiry by capturing contextual interactions and behaviors within educational settings. Through observations, the researcher gains a deeper understanding of the dynamics of humanities education transformation within the natural context of St. Michael's College.

Data analysis is guided by thematic analysis, following Braun and Clarke's (2006) approach. This method allows for the identification of recurring themes and patterns in the collected data, enabling the extraction of meaningful insights regarding the impact of digital transformation, interdisciplinary approaches, emotional intelligence and empathy, inclusivity and accessibility, and the future trajectory of humanities education.

By embracing a qualitative research design and employing maximum purposeful sampling, informal interviews, observations, and thematic analysis, this study aims to provide an in-depth and multifaceted exploration of humanities education transformation. These methods, informed by well-established scholars in qualitative research methodology, contribute to a comprehensive understanding of the study's objectives.

Ensuring the validity and reliability of research findings is imperative to establish the credibility and trustworthiness of the study. In the context of this qualitative research focused on the transformation of humanities education, the following strategies will be employed to enhance the validity and reliability of the findings:

**Validity: Triangulation:** The use of multiple data sources and methods, such as informal interviews and observations, facilitates triangulation. This approach enhances the validity of findings by cross-validating information obtained from different sources, thereby minimizing bias and providing a more comprehensive understanding of the phenomena under investigation (Creswell, 2013).

**Member Checking:** Member checking, a technique proposed by Creswell (2013), involves sharing preliminary findings with participants to ensure accuracy and alignment with their experiences. This strategy allows participants to confirm the accuracy of their contributions, enhancing the validity of the study's interpretations.

**Peer Debriefing:** Engaging in peer debriefing sessions, where the researcher discusses findings and interpretations with colleagues well-versed in qualitative research, helps identify potential biases and inaccuracies. External input provides a critical perspective that contributes to the robustness of the study's validity (Creswell & Creswell, 2017).

**Reliability: Detailed Documentation:** Throughout the research process, meticulous documentation of research decisions, methods, and procedures will be maintained. This practice ensures transparency and reproducibility, allowing for the evaluation of the study's reliability by external reviewers (Creswell & Creswell, 2017).

**Researcher Reflexivity:** The researcher's self-awareness and reflexivity regarding their own biases, assumptions, and influence on the study are crucial. By acknowledging and addressing potential biases, the researcher enhances the reliability of the study's interpretations (Bengtsson, 2016).

Consistency in Data Collection: Adhering to consistent data collection methods, including interview protocols and observation guidelines, contributes to the study's reliability. By minimizing variations in data collection procedures, the study ensures that data is collected consistently across participants and situations (Vasileiou et al., 2018).

Incorporating these strategies in the research design and implementation process enhances both the validity and reliability of the study's findings. By systematically addressing potential biases, cross-validating information through multiple sources, and maintaining consistency in data collection and analysis, this study strives to produce credible and dependable insights into the transformation of humanities education in the post-pandemic era.

## 6. Results

The pages that follow bear witness to the culmination of a meticulous inquiry into the transformation of humanities education in the post-pandemic era. As the research questions guided our exploration, they led us through a labyrinth of data, each piece contributing to the mosaic that depicts the evolving landscape of education. This section unveils the outcomes of our endeavor, presenting a narrative woven from the threads of empirical evidence, personal narratives, and observed phenomena. Delving into the responses garnered through informal interviews, observations, and thematic analysis, these results paint a vivid picture of the challenges faced, opportunities seized, and the emergent trajectory that humanities education has charted in the wake of the pandemic's upheaval. Through a synthesis of voices, data, and context, we present the essence of our findings, inviting readers to traverse the contours of this transformative voyage.

**Participant Perspectives:** The informal interviews conducted with participants yielded diverse perspectives on the transformation of humanities education in the post-pandemic era. Participant 1 (Par 1) expressed, *"The shift to online learning was a challenge, but it opened doors to explore digital resources. I found that virtual discussions allowed for diverse perspectives"* (Bird et al., 2022; Cameron et al., 2022). Participant 15 (Par 15) emphasized, *"Collaborative projects with students from different disciplines helped me understand complex issues from multiple angles"* (García-Morales et al., 2021; Godber & Atkins, 2021). Participant 28 (Par 28) noted, *"Emotional connections with instructors felt different through screens, but empathy and understanding were evident in their responses to our concerns"* (Uekusa, 2023; Muthuprasad et al., 2021).

**Question 1:** On the integration of digital tools and platforms affected the teaching and learning experience in humanities education following the COVID-19 pandemic?

The integration of digital tools and platforms in humanities education post-COVID-19 has sparked both positive and negative impacts. According to one participant, *"The shift to online platforms was initially challenging, but it forced us to explore creative ways to engage students. Virtual discussions allowed for more diverse perspectives, breaking down geographical barriers"* (Par 2). This sentiment aligns with Reimers (2022) who discusses how the pandemic prompted educators to adapt teaching methods and leverage technology for innovative engagement strategies.

However, the sentiment of missing personal connections was echoed by another participant who mentioned, *"Digital tools helped in sharing resources, but the personal connections were missed"* (Par 3). Zhao and Watterston (2021) also emphasize the importance of the social aspect of education and the need to rethink educational approaches in a post-pandemic world. Similarly, research by Barrot and Llenares (2021) underscores the challenges faced by students during remote learning, especially in regions with limited technological infrastructure like the Philippines.

This sentiment was further emphasized by another participant: *"Technology provided accessibility, but it couldn't fully replace the atmosphere of a physical classroom. It's about finding the right balance between digital and traditional methods"* (Par 4). Stoian et al. (2022) echo this sentiment, highlighting that some students viewed the benefits of online education as enhancing their autonomy and self-directed learning.

The pandemic forced a reevaluation of assessment methods, as highlighted by one participant: *"We incorporated multimedia projects and online exhibitions, which not only diversified assessment but also enhanced digital literacy"* (Par 5). This aligns with the transformative potential of technology

mentioned by The World Bank Group, UNICEF, and UNESCO (2023), who stress the importance of leveraging technology to bridge the education gap and promote innovative assessment methods.

Question 2: On the practical strategies for integrating interdisciplinary approaches into humanities curricula, and how do they contribute to students' holistic understanding of complex societal issues?

The incorporation of interdisciplinary approaches into humanities curricula has opened new doors for students' learning experiences. Participants observed that such approaches enrich discussions and understanding. As one participant explained, *"Integrating multiple disciplines enriched discussions. For instance, combining history with sociology gave students a broader perspective on the roots and impacts of societal issues"* (Par 6). This echoes the sentiment of Fayed and Cummings (2021), who suggest that interdisciplinary learning can foster critical thinking and creative problem-solving skills.

This sentiment was echoed by another participant: *"Interdisciplinary projects encouraged students to step out of their comfort zones. Working with peers from diverse backgrounds helped them appreciate different viewpoints"* (Par 7). Another participant highlighted the importance of interdisciplinary learning in fostering critical thinking: *"Assigning readings from various disciplines made students more critical. They had to synthesize information, fostering a deeper understanding of the complexities inherent in societal problems"* (Par 8). This aligns with the notion put forth by Jimenez (2022) on preparing students for a rapidly changing world through interdisciplinary education.

Furthermore, participants recognized that interdisciplinary learning prepares students for real-world challenges. As one participant stated, *"Interdisciplinary learning mirrors real-world challenges, where problems don't fit neatly into one box. It prepares students to approach issues from multiple angles, which is essential for effective solutions"* (Par 9). This notion of preparing students for complex real-world challenges is also supported by the research of Estrellado (2021) and Roma (2022), who emphasize the role of interdisciplinary education in addressing societal issues.

Question 3: On emotional intelligence and empathy be effectively cultivated within humanities education to enhance students' engagement and sense of belonging in digital learning spaces?

Cultivating emotional intelligence and empathy within humanities education is essential for creating engaging and inclusive digital learning environments. Participants discussed strategies for achieving this goal. One participant pointed out, *"Incorporating literature and art that explore diverse human experiences fosters empathy. Discussing characters' emotions opens up conversations about real-life feelings"* (Par 10). This approach aligns with the sentiment of Rotas and Cahapay (2021), who emphasize the importance of building connections among students and fostering a supportive online community.

Participants also recognized the value of virtual debates: *"Engaging in virtual debates on sensitive topics teaches students to navigate differences respectfully. It's a safe space to practice disagreeing without hostility"* (Par 11). Additionally, reflection assignments were highlighted as effective tools for connecting students to the course material and encouraging open dialogue: *"Personal reflection assignments help students connect with course material on a deeper level. Sharing these reflections online encourages open dialogue and mutual support"* (Par 12). This aligns with the research by Abbacan-Tuguic (2021), who suggests that incorporating personal reflection assignments can enhance emotional engagement and foster open dialogue among students.

Question 4: On initiatives that educational institutions undertake to promote inclusivity and accessibility within humanities education, and how have these efforts impacted diverse learner populations?

Educational institutions have taken proactive steps to foster inclusivity and accessibility within humanities education, recognizing the importance of catering to diverse learner populations. These initiatives reflect a commitment to equitable education experiences for all students.

In the post-pandemic education landscape, universities and colleges have embraced the concept of diverse representation. For instance, institutions have created culturally diverse reading lists that encompass a range of perspectives (Roma, 2022). By doing so, students from underrepresented



backgrounds feel more connected to the curriculum, fostering a sense of belonging and encouraging active engagement (Par 16).

Flexible approaches to learning have emerged as a hallmark of inclusive education. Institutions have adopted measures such as flexible deadlines to accommodate students with varying responsibilities outside of academics (Estrellado, 2021). This acknowledgment of individual circumstances acknowledges the diversity of student experiences and promotes a more inclusive learning environment (Par 17).

Efforts have been made to address the digital divide and ensure accessibility. Captioning videos and providing transcripts for learning materials has become a common practice (The World Bank Group, UNICEF, & UNESCO, 2023). While these measures have particularly benefitted hearing-impaired students, they have also enhanced accessibility for all learners, contributing to a more equitable learning environment (Par 14).

Collaboration and engagement with marginalized voices have been another avenue through which institutions foster inclusivity. Initiatives such as guest lectures from underrepresented perspectives expose students to diverse viewpoints (Par 18). This not only challenges biases but broadens horizons, encouraging a more well-rounded understanding of societal issues.

These initiatives have a tangible impact on diverse learner populations. While a specific direct quote is not provided, the existing research emphasizes that these efforts collectively contribute to creating a more inclusive and equitable humanities education experience (Roma, 2022; Estrellado, 2021; The World Bank Group, UNICEF, & UNESCO, 2023). Such initiatives signal educational institutions' commitment to promoting accessibility, representation, and engagement for all students, regardless of their background.

Overall, the integration of digital tools, interdisciplinary approaches, emotional intelligence, and inclusivity initiatives in humanities education following the COVID-19 pandemic is supported by research findings and insights from various experts in the field. These efforts collectively contribute to creating more engaging, holistic, and inclusive learning experiences for diverse student populations. *Insights from Observations*

Observations within humanities classes at SMC provided further insights into the transformation of education. Increased engagement in interdisciplinary group activities was observed, with students actively participating in cross-disciplinary discussions that showcased a heightened appreciation for diverse perspectives and collaborative learning (Holstead, 2022; Young, 2022).

### *Thematic Analysis*

Thematic analysis of the data yielded several key themes that encapsulated the essence of the transformation of humanities education. First, digital transformation emerged prominently, as participants emphasized the integration of digital tools to enhance engagement and access to resources, aligning with prior studies (Bird et al., 2022; Muthuprasad et al., 2021). The prominence of interdisciplinary learning, noted as a transformative approach by Reimers (2022), was echoed in participants' narratives, highlighting the value of collaborative projects spanning various disciplines. Despite remote interactions, emotional intelligence and empathy remained integral to effective teaching and learning, in line with the findings of Garcia-Morales et al. (2021). Efforts to ensure inclusivity and accessibility were evident, resonating with principles advocated by international organizations (The World Bank Group, UNICEF, & UNESCO, 2023) and similar studies. Lastly, participants expressed optimism for the future trajectory of humanities education, envisioning a continued blend of digital and in-person experiences, aligning with recent discussions on the evolving landscape of education post-pandemic (Lemov et al., 2023; Uekusa, 2023). To dwell further on this, the researcher unveiled:

**1. Digital Transformation in Humanities Education:** The integration of digital tools to enhance engagement and access to resources has become a prominent theme in the transformation of humanities education (Bird et al., 2022; Muthuprasad et al., 2021). This shift aligns with the broader global perspective on educational improvement post-COVID-19, where the adoption of digital

technology is seen as a means to ensure continuity in learning (Viczkó & Li, 2021). The utilization of digital tools not only addresses the challenges posed by the pandemic but also offers new avenues for interactive and dynamic learning experiences.

**2. Interdisciplinary Learning and Collaborative Projects:** The theme of interdisciplinary learning has been underscored by participants, aligning with the insights of Reimers (2022). Collaborative projects spanning various disciplines have been noted as transformative, aligning with the growing recognition of the importance of multidisciplinary approaches in education (Rotas & Cahapay, 2021). This theme reflects the evolving educational landscape that values cross-disciplinary collaboration as a means to equip students with versatile skills for addressing complex societal challenges.

**3. Emotional Intelligence and Empathy in Teaching and Learning:** Despite the shift towards remote interactions, emotional intelligence and empathy remain integral to effective teaching and learning (Garcia-Morales et al., 2021). This aligns with the call for well-planned school health protocols to ensure a supportive learning environment, even in the face of challenging circumstances (Sarmiento et al., 2021). The theme emphasizes the ongoing importance of addressing students' socio-emotional needs and fostering connections, even in remote or hybrid learning settings.

**4. Inclusivity and Accessibility in Education:** Efforts to ensure inclusivity and accessibility emerge as a significant theme, resonating with the principles advocated by international organizations (The World Bank Group, UNICEF, & UNESCO, 2023) and similar studies. This aligns with the need to explore how students cope with remote learning, particularly in diverse contexts (Rotas & Cahapay, 2021). The theme underscores the importance of equity in education, urging deliberate steps to provide equal opportunities for all learners, including those from marginalized backgrounds (UNICEF Philippines, 2021).

**5. Future Trajectory and Hybrid Education:** Participants express optimism for the future trajectory of humanities education, envisioning a continued blend of digital and in-person experiences (Lemov et al., 2023; Uekusa, 2023). This anticipates a hybrid education model that aligns with discussions on safely reopening schools post-pandemic (UNESCO, 2021). The theme reflects the changing educational landscape that embraces flexible learning approaches, acknowledging the benefits of both digital tools and face-to-face interactions.

## 7. Discussion

Having meticulously examined the results and implications of the study, this section embarks on a reflective journey that bridges the gap between findings and their broader significance. By interpreting the obtained insights within the context of the research questions and objectives, we uncover the intricate tapestry of post-pandemic humanities education. Beyond mere enumeration, this discussion engages in a dynamic discourse, unveiling the multifaceted dimensions of the transformative journey that educators, institutions, and learners have embarked upon. As we navigate this intellectual landscape, the subsequent paragraphs delve into the nuanced interpretations of our findings, addressing the challenges, opportunities, and implications that reverberate throughout the evolving realm of humanities education.

**Interpretation of Results in Relation to Research Questions:** The interpretation of the research findings vis-à-vis the research questions yields a comprehensive understanding of the transformation of humanities education post-pandemic. Through participant perspectives, observations, and thematic analysis, this section addresses the research questions and provides insights into the multifaceted impact on teaching, learning, and the educational landscape.

**Research Question 1: Digital Transformation:** The first research question inquired about the effects of integrating digital tools on humanities education post-pandemic. Participant perspectives substantiate the transformative influence of technology, as noted in the emphasis on digital engagement and resource access (Bird et al., 2022; Muthuprasad et al., 2021; Stoian et al., 2022). The findings confirm that digital transformation redefines pedagogical approaches and enhances the educational experience, aligning closely with the study's objectives.

**Research Question 2: Interdisciplinary Approaches:** The second research question sought to explore practical strategies for integrating interdisciplinary approaches in humanities education. The study's outcomes resonate with the narratives of participants engaged in collaborative interdisciplinary projects (Reimers, 2022; García-Morales et al., 2021; Godber & Atkins, 2021; Viczko & Li, 2021). The findings illustrate that interdisciplinary learning promotes a comprehensive understanding of intricate societal issues and addresses the study's objectives.

**Research Question 3: Emotional Intelligence and Empathy:** The third research question focused on cultivating emotional intelligence and empathy within humanities education. Participant perspectives underscore the enduring role of emotional connections in digital learning spaces (Uekusa, 2023; García-Morales et al., 2021; Rotas & Cahapay, 2021). The results highlight the significance of emotional intelligence in fostering meaningful engagement and a sense of belonging, aligning with the study's objectives.

**Research Question 4: Inclusivity and Accessibility:** The fourth research question investigated initiatives promoting inclusivity and accessibility in humanities education. Participants' emphasis on equitable education and diverse perspectives aligns with educational institutions' efforts to ensure accessibility (The World Bank Group, UNICEF, & UNESCO, 2023; Young, 2022; Sarmiento et al., 2021; UNICEF Philippines, 2021). The findings validate the importance of fostering an inclusive environment, in line with the study's objectives.

**Research Question 5: Future Trajectory:** The fifth research question explored strategies to ensure the relevance and vitality of humanities education post-pandemic. The participants' optimistic outlook resonates with the envisioned future trajectory discussed in the study (Lemov et al., 2023; Uekusa, 2023; Jimenez, 2022; Estrellado, 2021; Roma, 2022). The findings highlight the potential of humanities education to evolve and adapt within an ever-changing educational landscape, consistent with the study's objectives.

**Implications and Concluding Reflections:** The insights derived from interpreting the research findings within the context of the research questions illuminate the transformative nature of humanities education in the post-pandemic era. The alignment of participant perspectives with the research questions reinforces the credibility of the study's outcomes. These findings have far-reaching implications for pedagogical practices, curricular design, emotional well-being, inclusivity, and the future trajectory of humanities education.

## 8. Conclusion and Recommendations

This study embarked on a comprehensive exploration of the transformation of humanities education in the post-pandemic era as conducted in SMC, Iligan City, Philippines. It navigated the challenges that emerged amidst the shift, encompassing technological adaptation, fostering emotional intelligence, ensuring inclusivity, and enhancing accessibility. Concurrently, the study illuminated the unfolding opportunities that have arisen, equipping educators and institutions with a roadmap to leverage the potential inherent in this transformative phase.

The thesis statement's essence was affirmed as the study unfolded its findings. The digital transformation's profound impact was evident, revolutionizing pedagogical practices and extending educational access (Bird et al., 2022; Muthuprasad et al., 2021; Stoian et al., 2022). The investigation into interdisciplinary approaches revealed their potential to cultivate a comprehensive understanding of intricate societal issues, enriching students' perspectives (Reimers, 2022; García-Morales et al., 2021; Godber & Atkins, 2021; Viczko & Li, 2021).

Additionally, the study underscored emotional intelligence's pivotal role in fostering meaningful engagement and belonging within digital learning environments (Uekusa, 2023; García-Morales et al., 2021; Rotas & Cahapay, 2021). The imperative of promoting inclusivity and accessibility for diverse learners emerged as a central theme, reaffirming the necessity of equitable education (The World Bank Group, UNICEF, & UNESCO, 2023; Young, 2022; Sarmiento et al., 2021; UNICEF Philippines, 2021). Notably, participants' optimistic visions for the future of humanities education resonated with the evolution of this resilient and adaptable field (Lemov et al., 2023; Uekusa, 2023; Jimenez, 2022; Estrellado, 2021; Roma, 2022).

Guided by these insights, the study offers recommendations for future research. As technological advancements and educational practices continue to evolve, there is a need for further exploration into the long-term effects of digital transformation. Investigating the practical implementation of interdisciplinary approaches and strategies for nurturing emotional intelligence in digital environments would provide invaluable insights.

Moreover, a deeper examination of progress toward inclusivity and accessibility in humanities education, particularly across diverse educational contexts, stands as a fruitful avenue for scholarly exploration. Lastly, the pursuit of strategies and interventions to ensure the sustained relevance and vitality of humanities education in a dynamic educational landscape remains an imperative focus for future research.

In closing, this study's journey through the transformation of humanities education post-pandemic aligns with the thesis statement. As the educational terrain continues to shift, the adaptation of curricular designs, pedagogical strategies, and support mechanisms is pivotal in shaping a more resilient and responsive educational paradigm for future generations.

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