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Research Article

From Face-to-Screen to Face-to-Face Learning: Students' Vaccination Status and Willingness for Blended Learning Modality

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ABSTRACT

The trend of transitioning back to face-to-face classes from an online, virtual, distance learning and other learning modality during the time of pandemic has started in the Philippines. This study aimed to determine the vaccination status, willingness of the students for the resumption of face-to-face classes as well as parental support or approval of the reopening of in-campus classes. Descriptive design is used in this study with the use of online survey as the primary data gathering method. Using a convenience sampling technique, it garnered 1137 responses at a local college in the Olongapo City, Philippines. Based on the survey result, 84.3% of the students are fully vaccinated with one booster shot while 9.4% are fully vaccinated as of the rollout of this survey. Exactly 50% of the students are willing for the resumption of face-to-face classes, 7.7% are willing with the intention to get vaccinated for the resumption of face-to-face classes. It may seem to have low willingness among the student but among respondents, of about 17.2%, are graduating students, will transfer to another school, and will stop for the next academic year. In terms of parental support and/or approval for the resumption of classes, 64.4% of the parents and guardians showed support to the resumption of in-campus face-to-face classes. Lastly, the result of this survey will serve as an input and basis for the preparation of the academic year 2022-2023 for the blended learning modality with shifting schedule of face-to-face classes.

Keywords: *Blended learning, Face to face, Vaccination status, Willingness*

Introduction

The global pandemic of the COVID-19 disease has affected the education system around the world. It has resulted to shift in educational system and modality of learning. Most learning modality implemented worldwide to continue

education is through flexible learning, blended learning, and online distance learning modality as suggested by the UNESCO (2020) and OECD (2020). With this shift in education, various challenges are faced by both teachers and the students. Countermeasures in education are

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taken to continue education of the student despite the dilemma of the COVID-19 pandemic (Toquero, 2020; Paguio et al., 2021). The study of Barrot, et.al (2021) revealed that the greatest impact of COVID-19 pandemic is on the students' quality of learning and students' mental health. The full e-learning phase during the pandemic shown that learners in less-economically developed country like the Philippines has low readiness in this shift of learning from traditional to full e-learning. The low readiness is higher among young learners and female learners (Alipio, 2020). This result from the study of Alipio (2020) also called for every institution to have strategic management and planning to provide inclusive education amidst pandemic without compromising the quality of learning. The same is pointed out in the study of Gocotano, et.al (2021), the digital divide is a challenge among higher education students. In spite of this, flexible learning (Asio et al. 2021) or alternative delivery mode of learning (Asio & Jimenez, 2021a) during the pandemic is the most suitable modality to substitute the traditional face-to-face learning.

A lot of innovation is being undertaken by the Philippine Higher Education Institutions (HEIs) to cope and continue education amid the pandemic. Despite of this, the system still faced with various challenges, which according to Joaquin, et.al (2020) and Paguio et al. (2021), calls for policy responses among institutions and more learning innovations to lessen the challenges encountered by both teachers and learners. It is true that learners faced several challenges which also include teachers (Asio & Jimenez, 2021b) during the pandemic but several studies provide that students are motivated to pursue studies. In the study of Lopez, et.al (2021), students in private higher education are highly motivated to pursue studies amidst the pandemic with high extrinsic motivation and high level of self-efficacy. Sison, et.al (2021) examined the same aspect in the public higher education institution, the study revealed that students also have high level of self-efficacy during the pandemic with high level of extrinsic and intrinsic academic motivation. This results from several studies also provide that a well-designed online learning will result to positive outcomes.

The fact that the educational institutions in the Philippines are confronted with challenges and being able to cope and lessen the effects of the sudden shift in education will also reflect that successes are achieved. These successes are seen as the preparedness of the institution to provide printed materials, e-learning materials and giving instruction using different application for learning (Camara, et.al, 2021; Ignacio, 2021; Asio & Jimenez, 2021; Asio & Bayucca, 2021). For over two years in an online and flexible learning modality, the increasing vaccination rates welcomes not only reopening of industry but also of educational institutions (Estrellado, 2021; Gadia et al. 2022). The safe transition back to face-to-face classes must be accompanied by implementing the international and national health protocols and guidelines.

With the pronouncement of the national government of the Philippines, the Commission on Higher Education prepares and provides certain provisions and guidelines in the implementation of face-to-face in-campus classes following the international and national health protocols and guidelines among the higher education institutions (HEIs). This trend of transitioning back to the traditional face to face will be possible based on the capability of the institution to reopen the face-to-face classes and with the vaccination status and willingness of the students to attend the in-campus classes. This study aimed to assess the vaccination status and willingness of the students to attend face-to-face classes in the academic year 2022-2023 in a local higher education institution in Olongapo City. The result of this study will provide the necessary data that will become a basis for the institution to offer blended learning modality with scheduled face to face in-campus classes.

Methods

Research Design

The study makes use of descriptive-survey research design. Descriptive-survey research design is used to describe the individuals, events, or condition by studying the subject on nature. Asio (2021) stated that descriptive survey is under the quantitative research method.

Manipulation is not done in any variables rather, the samples/variables are only described by the researcher (Siedlecki, 2020). Likewise, Aggarwal & Ranganathan (2019) stated that descriptive design is the simplest and it allows the researcher to describe one or more variables without any hypothesis and causals. Thus, the descriptive design is used in the study since the main objective of the survey is to gather data that will be used for the request of Gordon College to the Commission on Higher Education (CHED) for the safe reopening of classes especially for those requiring hands-on/ laboratory activities and to plan for feasible face-to-face class schedules and flexible learning schedules that will be adapted by regular and working students.

Respondents of the Study

The respondents of the study are the students enrolled at Gordon College- College of Education, Arts, and Sciences for the Academic Year 2021-2022. Convenience sampling technique is used in this study where all students of the college are considered part of the survey. Convenience sampling is a non-probability sampling technique wherein the member of the sample is selected in basis of convenient accessibility (Bhardwaj, 2019). According to Stratton (2021), convenience sampling is popular as it is not costly and not as time-consuming compare to other sampling technique and it is simple. The convenience sampling technique is suitable and applicable to this study. A total of 1,137 students have responded to the online survey using the learners' academic management portal of the institution.

Research Instrument

The instrument of the study is researcher made and is based on the CHED-DOH Joint Memorandum Circular No.2021-004 which provides guidelines in the implementation of limited face-to-face classes for all programs of Higher Education Institution (HEIs) and CHED Memorandum Order (CMO) No. 1 series of 2022 which provides the supplemental guidelines to the CHED-DOH JMC No. 2021-004. The first part of the survey consists of the profile which also includes the vaccination status of

Table 1. Responses per Program offered in the College of Education, Arts, and Sciences

the students. The second part consist of willingness of the student and the parents'/guardians' approval to attend possible face-to-face classes. The instrument underwent validity testing and pilot testing before the actual dissemination of the online survey through the learners' academic management portal of the institution.

Statistical Analysis

After the collection of data, the information gathered is tallied and tabulated. With the use of Microsoft Excel Sheet, the data were analyzed through the use of frequency and percentage.

Results and Discussion

The following tables and figures illustrate the result of the survey done by the institution using the Gordon College Learners' Academic Management Portal to its student in determining the preferences and willingness to attend a face-to-face learning modality. This is in preparation for the upcoming semester for A.Y. 2022-2023. The result of the survey will help the institution to determine the essential steps or process pertinent to the preparation of learning modality for the upcoming semester.

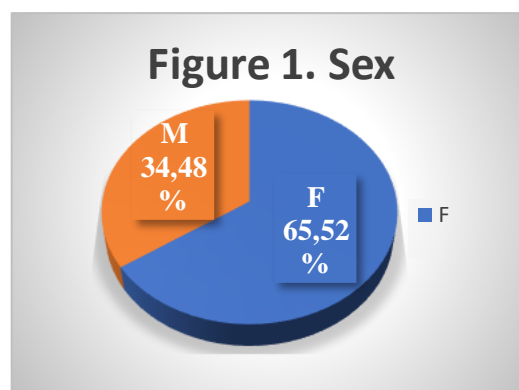


Figure 1. Sex

Figure 1 above illustrates the sex of the respondents. Based on the figure, out of 1137 respondents of the survey, majority of the students under Gordon College- College of Education, Arts, and Sciences are female with cumulative percentage of 65.53% equivalent to 745 students. On the other hand, 34.48% (392) respondents are male.

Programs	f	%
Bachelor of Arts in Communication	133	11.7
Bachelor of Culture and Arts Education	62	5.5
Bachelor of Early Childhood Education	62	5.5
Bachelor of Elementary Education	150	13.2
Bachelor of Physical Education	142	12.5
Bachelor of Secondary Education – English	196	17.2
Bachelor of Secondary Education – Filipino	113	9.9
Bachelor of Secondary Education – Math	68	6.0
Bachelor of Secondary Education – Music, Arts, Physical Education and Health	1	.1
Bachelor of Secondary Education – Science	77	6.8
Bachelor of Secondary Education – Social Studies	122	10.7
PROFED (Unit Earner)	11	1.0
Total	1137	100.0

Table 1 presents the different program offered in Gordon College- College of Education, Arts, and Sciences. It can be gleaned from the table that the program with the highest number of respondents came from BSEd-English with 196 (17.2%) respondents. the said program has the highest number of enrollees compare to all programs offered in the college. On the other hand, BSEd-MAPEH with only 1 (0.1%) has the least number of respondent. This respondent from the BSEd-MAPEH is the last enrollee in the college taking up the old curriculum. For the new curriculum of teacher education, both BCAEd and BECED have 62 (5.5%) respondents. These two programs have the

least number of enrollees when compared to BSEd-Mathematics (6.0%), BSEd-Science (6.8%), BSEd-Filipino (9.9%), BSEd-Social Studies (10.7%), BPED (12.5%), and BEEEd (13.2%)

Beside the teacher education program offered in the college, Bachelor of Arts in Communication is also offered in the institution. In this survey, there are 133 (11.7%) respondents under this program. There are 11 (1.0%) respondents for those who enrolled in the Teacher Certificate Program, earning teacher education professional education units to take the board exam. Overall, there are 1137 students who responded in this survey.

Table 2. Student Vaccination Status

Vaccination Status	f	%
Fully Vaccinated	107	9.4
Fully Vaccinated (with 1 booster shot)	959	84.3
No, but willing to get vaccinated	18	1.6
No, no intention to get vaccinated	12	1.1
Partially Vaccinated	8	.7
Scheduled for Vaccination	6	.5
Undecided	27	2.4
Total	1137	100.0

Table 2 presents the vaccination status of the students. It can be deduced from the table that majority of the student with 959 (84.3%) responses are fully vaccinated with one (1) booster shot which is seconded by those who

are Fully vaccinated with 107 (9.4%) responses.

It can also be seen in the table that there are 8 (0.7%) students who are partially vaccinated,

and 6 (0.5%) students who are already scheduled for vaccination. There are 18 (1.6%) students who are willing to get vaccinated but there are students that has no intention to get vaccinated with 12 (1.1%) responses. Lastly, a small portion of the population with 27 (2.4%) respondents are undecided whether to get or not to get vaccinated.

Many Filipinos are aware of the importance of COVID-19 Vaccine but hesitancy to get vaccinated is a pressing concern (Caple, et.al, 2021). In the same study, it revealed that most Filipinos will get vaccinated after others had received it or after politician get vaccinated. Thus, political issues contribute to hesitancy and caused delays and refusals (Amit, et.al, 2022). According to Lacsá (2022), authorities in the Philippines tried to sell the notion that the best vaccine is the one available. This idea added

further to hesitancy of Filipinos and never could trust the vaccine. Gopez (2021) has cited that Catholic Church could help build public trust in vaccines in the country. Hesitancy to vaccination is influenced by knowledge of COVID-19 which is why hesitancy to vaccine is low among students in health-related profession compared to students in non-health professions (Frias, et.al, 2022). Therefore, building public knowledge of COVID-19 vaccine could build public trust to vaccine.

Displayed in the Table 3 is the name or brand of vaccine received by the student. It can be seen from the table that majority of the student received Pfizer brand with 495 (43.5%) students who get vaccinated with it, which is followed by Sinovac brand with 299 (26.3%) responses.

Table 3. Vaccine Brand

Vaccine Brand	<i>f</i>	%
No Vaccine	63	5.5
AstraZeneca	67	5.9
J&J	43	3.8
Moderna	142	12.5
Pfizer	495	43.5
Sinopharm	28	2.5
Sinovac	299	26.3
Total	1137	100.0

On the other hand, Sinopharm has the lowest with 28 students who received it compared to other vaccine such as J&J (3.8%), AstraZeneca (5.9%), and Moderna (12.5%). Pfizer having the highest frequency supports the study of Ong, et.al (2022) that Pfizer is one of the brands that has the highest attribute among the young adults' preference of COVID-19 vaccine in the Philippines. However, there are

students, as of the roll out of this survey, who were either undecided whether to get vaccinated or not and has intention or willing to get vaccinated which shown already in table 2. The low number of students having no vaccine as of the rollout of this survey of about 63 (5.5%) students supports the result of the study of Barrocamo (2022) that there is a low rate of vaccine hesitancy as of the year 2022.

Table 4. Students' Response for the Enrolment next Academic Year 2022-2023

Responses	<i>f</i>	%
No, Graduating	175	15.4
No, Will Stop next AY	12	1.1
No, Will transfer to another school	9	0.8
Yes	941	82.8
Total	1137	100.0

Table 4 presents the students response regarding the enrolment for the academic year 2022-2023. As seen in the table 4, there are 941 (82.8%) who responded “Yes” to the question “Are you enrolling Next Academic Year 2022-2023?” while there are 175 (15.4%) students who will not enroll in the academic year 2022-

2023 because these students were graduating. On the other hand, there are 12 (1.1%) students who will stop next academic year for reasons that were not identified and 9 (0.8%) students who will transfer to another school or institution.

Table 5. Students Responses on Willingness to Attend Face-to-Face Classes

Responses	f	%
graduating/will transfer/will stop	196	17.2
NO	209	18.4
YES	732	64.4
Total	1137	100.0

Shown in the Table 5 is the student responses on willingness to attend face-to-face classes. It can be gleaned from the table that 569 (50%) of the 1137 students have responded as “Yes, because I’m fully vaccinated and will follow them all” while another 87 (7.7%) students have responded as “Yes, because I intend to get fully vaccinated and will follow them all”. This clearly manifest that majority of students are willing to attend the face-to-face classes if ever it will be offered as modality of class instruction in the upcoming semester. In contrary with those who are willing to attend face-to-face classes, there are 247 (21.7%) students who responded “No, I am not confident and/or unvaccinated so I will not be safe”. These students are either not confident or still thinking whether to they are willing or not, and some are unvaccinated. Meanwhile, there is a small portion of the population with 9 (0.8%) responses who are not willing to attend the face-to-face classes due to the reason that they prefer the online mode of learning and have already adapted to it.

Though this survey is done to determine the willingness of the student to attend and/or participate the possible face-to-face classes, there are 29 (2.6%) who are undecided yet. And lastly, there are respondents of this study who were graduating, will not enroll next semester, and/or will transfer to another institution accounting for about 196 (17.2%) respondents. If these responses are not included,

still a majority of the student would want to attend the face-to-face modality of instruction. Gadia et al. (2022) also has the same perspective in their study.

Table 6 provides the responses of parents’ approval to a face-to-face classes. It can be seen in the table that majority of the parents approved the possible face-to-face classes of about 732 (64.4%) responses while there are 209 (18.4%) parents/guardians who don’t approve the possible face-to-face classes. Lastly, there are 196 (17.2%) students who will not enrol in the next semester for the reason that the student will be graduating, will transfer to another institution and will stop for the next semester.

The overwhelming number of parental support or approval to the possible face-to-face classes is as the same as the result in the study of Zhan (2021) wherein most of the parents are willing to send their children back to school. This willingness is influenced by series of factors. Parents believed that it is not conducive to learn at home as well as to physical and mental health of the children. Though willing to send the children back to school, children’s health and safety is vital concern in considering whether to send the children to have face-to-face classes (Limbers, 2021). Thus, the importance of following the protocols from international and national guidelines to ensure students’ safety and mitigate the effects of the COVID-19 virus (Sarmiento, et.al, 2021).

Table 6. Parents'/Guardians' Approval to a Face-to-Face Classes

Responses	f	%
Not Applicable (graduating/will not enroll/will transfer)	196	17.2
Yes, because I'm fully vaccinated and will follow them all	569	50.0
Yes, because I intend to get fully vaccinated and will follow them all	87	7.7
No, I am not confident and/or unvaccinated so I will not be safe	247	21.7
No, I prefer the online mode of learning and I am adapted to it	9	.8
Undecided	29	2.6
Total	1137	100.0

Responses	f	%
Not Applicable (graduating/will not enroll/will transfer)	196	17.2
Yes, because I'm fully vaccinated and will follow them all	569	50.0
Yes, because I intend to get fully vaccinated and will follow them all	87	7.7
No, I am not confident and/or unvaccinated so I will not be safe	247	21.7
No, I prefer the online mode of learning and I am adapted to it	9	.8
Undecided	29	2.6
Total	1137	100.0

Conclusion

Based on the result of the online survey, the researchers, therefore concluded the following that majority of the student, as of the dissemination of this survey, were fully vaccinated and already had their first booster shot. There is a majority of student who are willing to attend the possible face-to-face classes. There are 196 students who were graduating students, will not enroll, and will transfer to other institutions while there are 941 students who will enroll for the academic year 2022-2023. Taking this to account, around 70% of the students are willing to attend a possible face-to-face class for the next academic year while the remaining students are either unvaccinated, not confident and hesitant to attend face-to-face classes. On the other hand, more than 70% of the parents and/or guardians also approve or show support for the possible face-to-face classes. The reason for this approval or support is not determined in this study. With this data, the institution may offer the face-to-face class schedules and flexible learning schedules so as long as it is pursuant to the CHED-DOH Joint Memorandum Circular No.2021-004 which provides guidelines in the implementation of limited face-to-face classes for all programs of Higher Education Institution (HEIs) and CHED Memorandum Order (CMO) No. 1 series of 2022 which provides the supplemental guidelines to the CHED-DOH JMC No. 2021-004.

Recommendations

Based on the foregoing results and conclusion of the study, the following are the recommendation of the study:

- Vaccine hesitancy among the unvaccinated student may be further studied to determine its cause and provide necessary program.
- The reasons for students' hesitancy and doubt in having face-to-face classes may be explored in a study so that the institution may formulate program to deal with this kind of concern.
- Parents' approval and support to have a face-to-face classes and the factors influencing this support/approval can also be explored in a separate study.
- With the majority of student willing to attend the classes, the institution may offer the face-to-face class schedules and flexible learning schedules.

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