

Comparative Analysis Of The Expectation And Willingness Of The Hei's Stakeholders In Manila For Limited Face-To-Face Classes

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Abstract.

The study is a descriptive comparative that assesses the willingness and expectation of the critical stakeholders for the limited F2F classes. The research utilized descriptive and inferential statistics, reliability, validity, and normality test. The study revealed that the organization's construct got the highest expectation among the respondents, consisting of the physical learning environment and health services followed by the community and education aspects. Similarly, the stakeholders are willing to participate in the limited F2F classes if the physical learning environment and health care services and system are well planned and executed. The study also found a significant difference in both willingness and expectations among the stakeholders of the selected Higher Education Institutions in Manila.

Keywords: limited face-to-face; tertiary education; expectation; willingness of HEI's stakeholders

1. Introduction

The various industry was hard hit and forcedly closed as an immediate response of the government; some were moving on and trying to sustain and survive, others had no other choice but to adopt the current situation since the industry that that establishment belongs to is considered essential and should persist, one of those is the academic or the education sector (Li, C., & Lalani F., 2020). Hence, a life-changing experience pushes every industry to exceed its limit and keep on striving in the new environment.

Embracing the shift and utilizing technology to continue the pursuit of education, such various learning management systems, which were there even before the pandemic yet, were not usually used as part of the teaching modality but only applied as a channel of communication (Dayagbil, F.T., Palompon, et al., 2021), especially here in the Philippines where internet connectivity is an issue and been one of the countries from the Southeast Asia who offers expensive internet fee with low and slow connectivity and access has been a concern (Romero, J. 2021). Indeed, this event challenges the government and private and public, academic institutions and continues to be a challenge in this current situation to offer distance learning. Education continues to struggle even with such intervention and integration of technology and the aid from both public and private sectors to bridge the identified gap during this new environment, from series of training and workshops of the teaching personnel down to sponsorship and giving free devices and connections to the students. Many schools,

especially in Metro Manila, shut down their operation due to a low number of enrollments due to both health risks and financial reasons (Tria, J.Z. 2020).

Learning retention is also one of the concerns during an online class. The average attention span of the learners will only range from thirty to forty minutes. Those courses and programs that require laboratory and hands-on activity were also affected by the shift of modalities. This is also why students tend not to continue studying for this school year.

A shed of light has been seen as the vaccine for covid-19 was introduced last year, and the process of procurement in the Philippines commenced and anticipated to have the said vaccines as early as the first quarter of this year. As a result, face-to-face classes become possible and feasible for the tertiary students (who are also allowed to go out of their homes under the current quarantine rule). Even the Commission of Higher Education approved and announced having limited face-to-face classes, especially with lower restrictions and quarantine status, focusing on medicine and allied health (Magsambol, B. 2021). There were already Universities and Colleges even under a higher restriction status that could have a limited direct class, such as the University of the Philippines, Ateneo de Manila, and Our Lady of Fatima University in Valenzuela (CHED, 2021). If the said programs were allowed, there is a higher possibility that this might apply to other programs that also require a face-to-face discussion and training.

With such pronouncement from the government, issues occur, and comments from the various stakeholders of the higher academic institution are wondering if those people will be safe upon commencing this approach, primarily upon discovering the different variants of the virus. Hence, this study is projected to know the pulse of the stakeholders from expectation and willingness to have and continue the face-to-face classes, specifically in Manila, Philippines.

1.1 Objective of the Study

The study intends to find out the expectation and willingness of the stakeholders from the Higher Education Institutions in Manila, considering the limited face-to-face classes. The investigation focused on assessing the expectation and willingness of the key stakeholders on the HEI and distinguishing the significant difference in terms of the willingness of the respondents in the limited face-to-face class approach.

1.2. Statement of the Problem

This study aims to determine the expectation and willingness of the higher educational institution's stakeholders in Manila for the upcoming limited face-to-face classes.

Specifically, the research seeks to answer the following queries;

1. What is the expectation of the stakeholders of the higher educational institution in Manila for the upcoming limited face-to-face classes in terms of;?
 - 1.1. Education
 - 1.2. Community
 - 1.3. Organization
2. What is the level of willingness of the respondents regarding the limited face-to-face classes considering the following domains;
 - 2.1. Education
 - 2.2. Community
 - 2.3. Organization

3. What is the extent of significant difference among the stakeholders concerning their expectations concerning the limited face-to-face approach?

4. Is there any significant difference among the four respondents regarding the stakeholders' willingness in a limited face-to-face class?

1.3. Hypotheses

There is no significant difference in the expectations among the four respondents considering the proposed face-to-face class under the HEIs in Manila.

The study hypothesized that there is no significant difference in the willingness of the HEI's key stakeholders considering the upcoming limited face-to-face classes.

1.4. Significance of the Study

This study provides the outlook and opinion of the key stakeholders on the possible implementation of the limited face-to-face class, specifically from the higher educational institutions in Manila. This could be a venue to improve, reconsider, and reevaluate the policies and regulations that might apply during the given academic scenario.

The outcome of this study will help the school personnel and administrator to cascade plans to cater to the students with utmost consideration of the health and safety of the clients as well as to reorganize the workforce, reengineer the instructional facilities into hybrid, improve and formulate school policies following the national health regulations. The result of the study will also help the teaching personnel cope with the blended approach of the students considering a staggered and divided number of students per class. The study will give the parents a clear path of the HEIs for their children in accommodating and providing quality and safe education amidst the pandemic.

1.5. Theoretical Underpinning

This research is anchored on the following theory and concept models, namely;

1.5.1. Theory of Reasoned Action: a behavioral intention that might lead to the willingness to participate in a specific event. (Khoshdel, M.K., & Backshan, Y. 2015). This theory also entails the respondent's intention to the current situation based on the constructs laid from the study.

1.5.2. Value Fulfillment Theory: This was based on a stable pattern of an individual as the basis of their action. (Tiberius, V. 2018). Contextualizing this theory, a stable pattern may be a set of standards perceived by an individual (expectation), the foundation of their openness and inclination (willingness) to a certain action or decision.

Figure 1: SDH framework



Source: National Academies of Sciences, Engineering, and Medicine. 2016 A.

1.5.3. Social Determinants of Health: a model formulated by the World Health Organization to identify and determine the factors that influence health outcomes. This approach will also revolve around the attributes of both expectation and willingness of the respondents regarding the research concern.

Figure 2: Lifelong Learning Frameworks/Domains

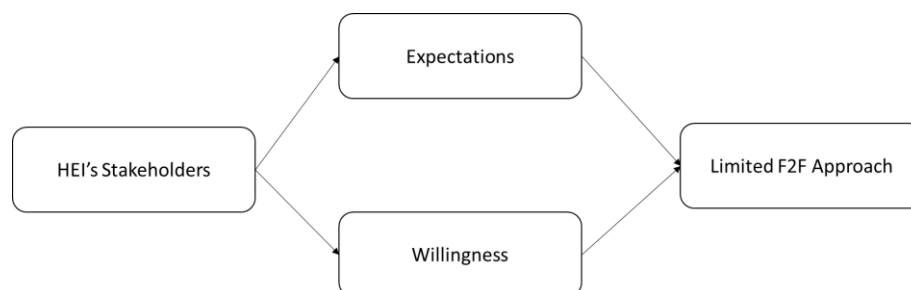


Source: National Academies of Sciences, Engineering, and Medicine. 2016. B.

1.5.4. Lifelong Learning Framework: a derivation from the SDH, which consists of three domains; Education, Community, and Organization. (National Academies of Sciences, Engineering, and Medicine. 2016). The domain of this framework was utilized as the research construct for both the expectation and willingness of the respondents for the possible F2F approach to education.

1.5.5. Operational Paradigm of the Study

Figure 3. Operational Paradigm of the Study



The investigation concentrated on differentiating the expectation and willingness of the respondents relating to the respondents' profile to verify the pulse of the critical stakeholders on the possibility to have a limited face-to-face class on the next semester or school year

2. Body of paper

2.1. Introduction

The investigation sought to ascertain the rhythm of the pivotal stakeholders of the higher educational institution for the upcoming limited face-to-face approach for the various programs in the Philippines after more than two years of the entire virtual session to deliver instructions and discussion with the students (Kritz, I, 2020). Hence, many weak spots were discovered and experienced by the students, and faculty, especially in the first quarter of implementation of the distance learning session in the Philippines (Flores, 2020). As early as 2021, some programs related to medical courses are allowed to conduct limited face-to-face, ensuring the stringent implementation of the health protocols. (Mayrina, 2021). Blended learning shall be imposed on a post-pandemic environment Kim (2020) and even supported by the pronouncement of the Chairperson of the Commission of Higher Education that there will be no holding back to the traditional approach. Still, it will embrace the flexible learning system of education (De Vera, P. 2021). Hence, the main question would be, what would be the willingness of those involved in the learning system when the full blast of limited face-to-face is a concern? Since some parents have doubts about whether their children will be back to school, it results in contradicting responses of the parents (Moaje, M., 2021). This was back up by the article from the Manila Bulletin that students and parents say “no” to the face-to-face class because of the fear of the COVID-19; hence some say “yes” to those schools who have assured the stakeholders to provide a safe learning environment (Argosino, F. 2021). Moreover, there is no empirical data that will support this claim since these contradicting results only came from the new network in the Philippines based on their limited number of respondents.

On the other hand, most of the sources are from the articles, and most of the studies focus on the preparation and implementation of the limited face-to-face (Gomez, J.W. 2021). Likewise, the voice of the tertiary level students and faculty and the viewpoint of the school administrators is also limited. Therefore, the study was commenced.

2.2. Methodology

This study is quantitative research, precisely a comparative analysis approach to determining the difference among the four groups of respondents considering the expectations and willingness of the stakeholders to the upcoming limited face-to-face modality, particularly at the tertiary level. Moreover, a survey questionnaire was the primary tool to elicit data from the participants. It was validated thru face validation, reliability, and consistency test (*refer to table 8*) and utilized factor analysis for the constructs and indicators validity (*refers to figure 4 &5*). There were 668 participants in this study, composed of the school administrators, teaching personnel, parents, and students.

The study utilized descriptive (percentage and weighted mean) and non-parametric (identified using normality test- Shapiro-Wilk Test) inferential statistics (Mann-Whitney test and Kruskal Wallis Test). This study also used the Bonferroni test to avoid the type 1 error in statistics.

Following the ethical considerations, the researchers ensure that all the respondents are well-informed and oriented concerning the purpose of the study. All data were treated with the utmost confidentiality and anonymously. The conduct of the study was also authorized by the school authorities to conduct the study in their respective colleges and universities.

2.3. Results and Discussions

Table 1: Frequency and Percentage Distribution of Respondents' Profile

Age										
Indicators	Students		Parents		Faculty		School Admin		Total	
	f	%	f	%	f	%	f	%	f	%
16 yrs. to 22 yrs. old	368	55.09	0	0.00	-	0.00	0	0.00	368	55.09
23 yrs. to 30 yrs. old	13	1.95	0	0.00	8	1.20	0	0.00	21	3.14
31 yrs. to 37 yrs. old	3	0.45	0	0.00	12	1.80	3	0.45	18	2.69
38 yrs. to 44 yrs. old	0	0.00	15	2.25	24	3.59	22	3.29	61	9.13
45 yrs. to 52 yrs. old	0	0.00	29	4.34	9	1.35	4	0.60	42	6.29
53 yrs. to 60 yrs. old	0	0.00	89	13.32	11	1.65	5	0.75	105	15.72
Above 60 yrs. old	0	0.00	53	7.93	-	0.00	0	0.00	53	7.93
Total	384	57.49	186	27.84	64	9.58	34	5.09	668	100.00
Sex										
Male	172	25.75	74	11.078	25	3.74	20	2.99	291	43.56
Female	212	31.74	112	16.766	39	5.84	14	2.10	377	56.44
Total	384	57.49	186	27.844	64	9.58	34	5.09	668	100.00
Sector										
Private	275	41.17	118	17.66	40	5.99	22	3.29	455	68.11
Public	109	16.32	68	10.18	24	3.59	12	1.80	213	31.89
Total	384	57.49	186	27.84	64	9.58	34	5.09	668	100.00
Field of Specialization										
Business Administration and Related Programs	45	6.74	27	4.04	7	1.05	7	1.05	86	12.87
Education	49	7.34	30	4.49	14	2.10	6	0.90	99	14.82
Engineering and Technology	41	6.14	19	2.84	6	0.90	3	0.45	69	10.33
Information Technology and Computer Related Programs	46	6.89	24	3.59	8	1.20	3	0.45	81	12.13
Maritime	21	3.14	8	1.20	2	0.30	2	0.30	33	4.94
Medical and Allied Health	62	9.28	30	4.49	9	1.35	4	0.60	105	15.72
Social Behavioral Science (Psychology, Sociology, etc.)	39	5.84	11	1.65	5	0.75	2	0.30	57	8.53
Tourism and Hospitality Related Programs	58	8.68	31	4.64	10	1.50	5	0.75	104	15.57
Criminology	23	3.44	6	0.90	3	0.45	2	0.30	34	5.09
Total	384	57.49	186	27.84	64	9.58	34	5.09	668	100.00

The data showed that most of the respondents were dominated by the younger generations since the primary samples were from the group of students, most of the parents are ranging from late middle adulthood to late adulthood, on the other hand, the majority of the faculty and school administrators belong to the mid-age group. Thus, according to the government's existing regulations, only a student ranging from 20 years old and above may proceed in the limited face-to-face class. (Philippine Star, 2021), and all the senior citizens, either employees or not, shall still stay at home. (Romero, A, 2021), except fully vaccinated with restrictions. (Galvez, D., 2021)

Furthermore, there is not much difference in the respondent's sex. The study gathered more on the inclination of the samples toward female respondents, garnering 56.44% of the total sample size.

The study was participated mainly by the respondents from the private colleges, schools, and universities within the Manila area, which dominated 68.11% of the total sample size. On the other hand, only 31.89% of the samples were from state universities and colleges.

Overall, the respondents from the Medical and Allied health programs and Tourism and Hospitality Management courses got the highest number of participants in this study, followed by the education, business, computer and information technology, engineering, and social-behavioral science program in that particular order, moreover both from the criminology and maritime programs got the least number of samples on this study. To support this, CHED has already approved and currently started the limited face-to-face classes in 73 schools and colleges restricted only to the allied health-related courses, which also limited from 20 years old and above that could be transcribed into the third year to fourth-year students keeping in mind the health protocols stipulated by the Department of Health and the IATF. (Philippine Star, 2021), hence, the Commission on Higher Education also eyes the expansion of the possible programs that can hold the limited F2F classes to the other programs, especially those with laboratories. (Aguilar, K. 2021).

Table 2: Summary table of mean distribution level of respondents' expectation of limited face-to-face classes.

Indicators	Admin		Faculty		Parents		Students		Group		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Overall Education	3.82	0.82	3.71	0.87	3.48	0.98	3.51	1.07	3.63	0.94	Expected
Overall Community	4.01	0.62	3.85	0.66	3.52	0.68	3.58	0.74	3.74	0.67	Expected
Overall Organization	4.54	0.70	4.46	0.70	4.07	0.97	3.92	1.03	4.25	0.85	Highly Expected
Overall Assessment	4.12	0.71	4.01	0.74	3.69	0.88	3.67	0.95	3.87	0.82	Expected

Appendices: Refer to tables 11-15

Overall, the organization's initiative got the highest expectation for conducting limited face-to-face classes from the four groups of respondents: the Physical Learning Environment and the services and system related to health, followed by community and education. Therefore, the four groups of respondents anticipate more efforts from the organization during the conduct of limited face-to-face classes.

Specifically, when the education instructional concerns, already expected adaptation of the new normal class delivery. Which CHED's Chairman mentioned that flexible learning would be the post-pandemic education modality (ABS-CBN News, 2021) and changes in the assessment method to match the limitation and requirements of the new modality (Marshall-Stuart, D., 2018). Then, as expected, there will be a balance of time allocated for the on-site learning (laboratory classes) and the virtual modality.

Considering the education's financial issues, all the respondents expected that the government would provide an intervention to help the stakeholders continue their education and business operations through grants and scholarships. This could be patterned to the schools' intervention in the international communities (Hall, I., 2021). On a lighter note, in the Philippines, the state universities and colleges already enjoyed the free tuition fees way back in 2017 as mandated by the universal access to quality education (Dela Cruz, J. 2020). From the perspective of the school administrators, they are open to a flexible payment scheme, especially those students in private schools and universities. Lastly, hikes in school

fees are least expected by the four groups of respondents as instructed by the CHED on increasing school fees (Hernandez-Malipot, M. 2021).

Community construct revealed that the transportation issues arise from the student's and parents' perspectives since those working on the school premises provide shuttle services as urged by the DOLE and DTI (Medenilla, S.P., 2020).

The institution also considers that the institution's physical learning environment is primarily felt in preparation for the Limited F2F. The study revealed that the respondents expected that the physical layout of the school premises would be adjusted following the set protocols of the government and the tertiary regulatory body. These are all based on the joint memorandum circular 2021-001 of CHED and DHO.

Lastly, the health care services and systems appear to be the most critical factor in the implementation of this educational delivery wherein visible sanitation areas, foot flow signages, and other policies are expected to be stringently implemented by the institutions and as well as the vaccination status of the stakeholders also should be considered. (DOH, n.d.)

Table 3: Summary table of mean distribution level of respondents' willingness to limited face-to-face classes.

Indicators	Admin		Faculty		Parents		Students		Group		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Overall Education	3.89	0.70	4.03	0.80	3.79	0.94	3.58	1.02	3.82	0.87	Willing
Overall Community	3.85	0.64	4.22	0.61	3.86	0.60	3.69	0.66	3.91	0.63	Willing
Overall Organization	4.07	0.79	4.50	0.72	4.27	0.83	4.08	0.93	4.24	0.82	Totally Willing
Overall Assessment	3.94	0.71	4.25	0.71	3.97	0.79	3.78	0.87	3.99	0.77	Willing

Appendices: Refer to tables 16 - 20

Overall, the study revealed that the organization has a significant impact or role for the stakeholders to be more willing to participate in limited face-to-face classes considering the physical learning environment as well as organizational effort in the health care system and services and the same with the community and education aspect, the respondents are willing to pursue the limited F2F bearing the conditions of state on the study.

Exploring the respondents' responses to the educational factors, particularly in the instructional issues, the study revealed that the majority of the respondents have a high reception towards the continuation of the virtual platforms as one of the modalities in the post-covid environment. Moreover, the usage of remote learning materials is very advantageous to the faculty. Likewise, the three other respondents are willing to continue utilizing e-learning materials. Hence, the institutions nor the faculty can oblige the students to attend the face-to-face class (DOH and CHED joint memorandum 2021, p.3).

In addition, private institutions are willing to accept grants and scholarships from the government to support the students and parents in terms of the cost of education. This will also be helpful to the institutions and the faculty as an alternative source of income.

The transportation concern made the respondents willing if there would be good policies and processes, especially for stakeholders who needed to commute to the school premises. One of those is the mass adaptation of cashless payment, the implementation of point-to-point public vehicle stops, or the institution offering school services. Hence respective fees shall be

reflected in the students' accounts. However, when there is an additional cost, the study also found less acceptance among parents and students.

The respondents accept all the initiatives of the organization concerning the physical facilities. However, in terms of the health system and services, there is a little bit hesitant among all respondents regarding presenting the vaccination cards. This is also supported by the 18th congress senator Francis Tolentino as part of the amendment in the anti-discrimination act. (Senate of the Philippines: 18th Congress, 2021).

Table 4. Kruskal-Walis Test-Comparison of Stakeholders' Expectations in Conducting Limited Face to Face Classes

Domains	Respondents	n	Mean Rank	X ²	df	p
Education	Students	384	329.44	23.935	3	<.001
	Parents	186	302.88			
	Faculty	64	395.17			
	Admin	34	450.38			
Community	Students	384	328.86	21.350	3	<.001
	Parents	186	305.80			
	Faculty	64	394.60			
	Admin	34	442.06			
Organization	Students	384	288.62	83.597	3	<.001
	Parents	186	349.72			
	Faculty	64	473.74			
	Admin	34	507.35			

Decision Rule: When the probability value is less than 0.05, SIGNIFICANT, Reject H₀

This table analyzes if there would be a significant difference among the respondents on each corresponding construct: education, community, and organization. The Kruskal-Walis test revealed a significant difference among the groups of respondents from the stipulated constructs resulting in <.001 p-value. Therefore the null hypothesis was rejected.

Table 5. Multiple Comparison of the Expectation of the Respondents to Conduct Limited Face-to-Face Classes using pairwise comparison.

Domains	Multiple Comparison	U	W	Z	p-value
Education	Student & Parent	32834	50225	-1.564	.118
	Student & Faculty	9899.50	83819.50	-2.495	.013
	Student & Admin	4097	78017	-3.606	<.001
	Parent & Faculty	4208.50	21599.50	-3.507	<.001
	Parent & Admin	1902	19293	-3.707	<.001
	Faculty & Admin	839	2919	-1.888	.059
Community	Student & Parent	33180.50	50571.50	-1.378	.168
	Student & Faculty	9861	83781	-2.540	.011
	Student & Admin	4259	78179	-3.372	<.001
	Parent & Faculty	4408.50	21799.50	-3.109	.002
	Parent & Admin	1898	19289	-3.721	<.001
	Faculty & Admin	964	3044	-.938	.348
Organization	Student & Parent	29046	102966	-3.619	<.001
	Student & Faculty	5539.50	79459.50	-7.043	<.001
	Student & Admin	2324	76244	-6.231	<.001
	Parent & Faculty	3679	21070	-4.564	<.001
	Parent & Admin	1599	18990.	-4.590	<.001
	Faculty & Admin	978	3058	-.829	.407

*Bonferonni value: .0083

The table portrayed the post hoc test using pairwise comparison to determine which respondents significantly differed following the corresponding constructs. To avoid the type 1 error, Bonferroni correction was utilized (.05/6 test). Therefore, the data revealed under the education construct that there is a significant difference in the expectation in conducting limited face-to-face classes between students and school administrators ($U=4097$, $W=78017$, $Z=-3.606$ and $p<.001$), moreover, parents and faculty ($U=4208.50$, $W=21599.50$, $Z=-3.507$ and $p<.001$), furthermore, parents and school administrators ($U=1902$, $W=19293$, $Z=-3.707$ and $p<.001$).

The table found out that there is a significant difference in the expectations of the following, students and school administrators ($U=4259$, $W=78179$, $Z=-3.372$ and $p<.001$), followed by the parents and the faculty ($U=4408.50$, $W=21799.50$, $Z=-3.109$, and $p=.002$), likewise with the parents and administrators ($U=1898$, $W=19289$, $Z=-3.721$ and $p<.001$).

The table also depicted the significant difference among the respondents as regards the organizational efforts in implementing the limited face-to-face classes, namely, students and parents ($U=29046$, $W=102966$, $Z=-3.619$ and $p<.001$), then the students and faculty with ($U=5539.50$, $W=79459.50$, $Z=-7.043$ and $p<.001$), followed by the students and administrators ($U=2324$, $W=76244$, $Z=-6.231$ and $p<.001$), parents and faculty ($U=3679$, $W=21070$, $Z=4.564$ and $p<.001$), lastly, with the parents and administrators ($U=1599$, $W=18990$, $Z=-4.590$ and $p<.001$).

Therefore, the results signify the conflicting expectation of the respondents regarding the upcoming limited face-to-face (Argusino, F. 2021, B) in the perspective of the students and parents and (Kulal, A, & Nayak A, 2021) considering the viewpoint of the teaching personnel. Hence, this study also acknowledges the side of the school administrators.

Table 6. Kruskal-Wallis -Comparison of Stakeholders' Willingness in Conducting Limited Face to Face Discussion

Domains	Respondents	n	Mean Rank	X ²	df	p
Education	Students	384	297.49	40.264	3	<.001
	Parents	186	364.34			
	Faculty	64	437.20			
	Admin	34	395.87			
Community	Students	384	305.19	37.786	3	<.001
	Parents	186	348.84			
	Faculty	64	460.80			
	Admin	34	349.35			
Organization	Students	384	305.33	32.669	3	<.001
	Parents	186	366.30			
	Faculty	64	435.68			
	Admin	34	299.53			

Decision Rule: When the probability value is less than 0.05, SIGNIFICANT, Reject H_0

The data set revealed that all of the constructs had a significant difference among the four groups of respondents. Specifically education ($X^2=40.264$, $df=3$ and $p<.001$), community ($X^2=37.786$, $df=3$ and $p<.001$), lastly under the organization construct ($X^2=32.669$, $df=3$ and $p<.001$), therefore, all the p-value are less than .05 which means that the null hypothesis will be rejected or there is a significant difference among the respondents. A posthoc test shall be conducted.

Table 7. Multiple Comparison of the Willingness of the Respondents to Conduct Limited Face-to-Face Classes

Domains	Multiple Comparison	U	W	Z	p-value
Education	Student & Parent	28525	102445	-3.904	<.001
	Student & Faculty	7242.50	81162.50	-5.271	<.001
	Student & Admin	4550.50	78470.50	-2.936	.003
	Parent & Faculty	4593	21984	-2.731	.006
	Parent & Admin	2884.50	20275.50	-.815	.415
	Faculty & Admin	919.50	1514.50	-1.267	.205
Community	Student & Parent	30904.50	104824.50	-2.619	.009
	Student & Faculty	6679	80599	-5.871	<.001
	Student & Admin	5688.50	79608.50	-1.249	.212
	Parent & Faculty	3827.50	21218.50	-4.277	<.001
	Parent & Admin	3146.50	20537.50	-.046	.964
	Faculty & Admin	738	1333	-2.630	.009
Organization	Student & Parent	29183	103103	-3.547	<.001
	Student & Faculty	7554.50	81474.50	-4.944	<.001
	Student & Admin	6467.50	7062.50	-.090	.928
	Parent & Faculty	4635	22026	-2.657	.008
	Parent & Admin	2458.50	3053.50	-2.069	.039
	Faculty & Admin	663	1258	-3.241	.001

*Bonferonni value: .0083

Since the Kruskal-Wallis revealed a significant difference among the respondents, a post-hoc test and analysis shall be conducted with a Bonferonni value of .0083 (.05/6 comparisons) to prevent the type 1 error. The findings revealed that there is a significant difference in the willingness of students and parents in conducting the limited face-to-face under the education construct with (U=28525, W=102445, Z=-3.904 and p<.001), moreover, students and faculty (U=7242.50, W=81162.50, Z=-5.271 and a p-value= <.001), students and school administrators too have significant difference with (U=4550.50, W=78470.50, Z=-2.936, and p=.003), lastly, parents and faculty (U=4593, W=21984, Z=-2.731, and p=.006).

Hence, considering the community aspects, the data also presented that there is a significant difference between students and faculty in terms of the implementation of limited face-to-face classes (U=6679, W=80599, Z=-5.871 and p<.001), moreover, parents and faculty (U=3827.50, W=21218.50, Z=-4.277 and <.001 of p-value).

In addition, in terms of organizational factors, the table portrayed that there is a significant difference between the following groups of respondents; students and parents (U=29183, W=103103, Z=-3.547 and p<.001), students and faculty (U=7554.50, W=81474.50, Z=-4.944 and p<.001), lastly, a significant difference between faculty and school administrators (U=663, W=1258, Z=-3.241 and p=.001).

3. Conclusion

The following conclusions were formulated.

- 3.1.1. The study revealed that the changes from the three major domains of the study, namely: education, community, and organizations, were already expected by the four groups of respondents. Hence, the organizational factors excel from among the two other domains considering the physical learning environment and health care services and systems resulted in high expectations from the respondents specifically, the continued strict implementation of health and quarantine protocols, on the other hand, under education, flexible or blended learning will be the new regular modality of instructions and high expectations on the proliferation of government grants and school discounts. Lastly, the respondents inclined their expectations to implement the cashless transaction on public transport.
- 3.1.2. The research also showed that the four groups of respondents were willing if the various conditions from the study will be considered, especially under the organizational factors, in which both the physical learning environment and health care services and the system got the highest considerations when it comes the willingness of the respondents in implementing the limited face-to-face classes. The continuous use of online platforms for the theoretical subjects, a shorter time allotted for both face-to-face and online courses, and no increase in school fees are eyeing the respondents in terms of the educational factors. The cashless transaction is also a thumbs up with the respondents.
- 3.1.3. The researchers also found out that there is a significant difference in the expectation of some groups of respondents in consideration of education, community, and organization as the prominent domains of the study. Specifically, the student's expectation differs from the expectation of the faculty in terms of education. Moreover, parents' expectations contrast to faculty and school administrators and vice-versa. Furthermore, considering the community construct, likewise, the students' expectations significantly differ from the expectations of the faculty member, parents to both school administrators and the faculty, and vice-versa. Lastly, the expectation of the stakeholders in the organization, the student's expectation is contrary to the expectations of the other groups of respondents. In contrast, parents differ on the expectations of both students and the school administrators. The faculty's expectation varies on the expectation of the students and school administrators, and the school administrators have a significant difference in the expectation of the three groups of respondents.
- 3.1.4. Similarly, the data revealed that there is also a significant difference among the four groups of respondents considering their willingness to conduct or implement the limited face-to-face classes, particularly in educational domains, the willingness of the student is in contrast to the other groups of respondents, on the other hand, the parents also differ on both students and faculty and vice-versa, likewise, faculty's willingness is inverse to the willingness of the students and parents. Thus, the school administrators only differ on the willingness of the students. Considering the community domain, students' willingness is opposite to the willingness of both parents and faculty. However, the study revealed no significant difference in the willingness of the school administrators to the other group of respondents regarding the community aspect. Lastly, regarding the organizational efforts in conducting limited face-to-face classes, the students'

willingness has a significant difference in the willingness of the parents and faculty. Moreover, the parents differ between the students and faculty, while faculty has a significant difference on both students and parents; hence, the school administrators' stand has no significant difference among the other respondents.

3.2. Recommendations

Managerial Implications

Since the study results revealed that the organizational domains are of more significant consideration for implementing flexible or blended learning, higher educational institutions should evaluate their administrative and institutional systems. This ensures that the relevant stakeholders, such as the students and the parents, will not experience any form of inconvenience as they engage in the limited face-to-face classes. Higher consideration of the physical learning environment and health protocol implementation could be analyzed further if there is a stakeholder consultation among the four groups involved. The consultation process could encourage the decision-makers for each group to raise their requests which can increase their willingness for limited face-to-face class engagement. The practices such as continuous use of online platforms for the theoretical subjects, a shorter time allotted for both face-to-face and online classes, and no increase of school fees should be evaluated and balanced so that the respective stakeholder interests will be protected. The significant difference in the willingness and expectations of stakeholder groups among the critical domains supported the recommendation for flexible and customized policymaking among higher educational institutions and academe decision-makers.

Similarly, the difference in expectations could be mitigated if each group of stakeholders could be consulted before implementing limited face-to-face classes. To improve the willingness of each respondent group toward the little face-to-face classes, the education, community, and organizational domains should integrate flexible designs that can address the concern of every group. Higher educational institution administrators may align their policies through deeper linkages with faculty, students, and parent groups.

Specific measures that can be implemented may include the following:

- 3.2.1. Calibrate the grading system under the flexible learning approach and preparation for the limited face-to-face classes by considering the other variables that could be the source of grades and the percentage adjustment, especially in the blended learning that requires face-to-face and online learning.
- 3.2.2. Advantageously, since the data revealed that even the school administrators are open to not implementing tuition hikes during the pandemic and open to discounts and grants, the school management may provide a longer duration or other terms, modes, or conditions of payment scheme just to at least give a leeway of collecting receivables. Hence, this suggestion may not apply to all small and medium private schools. Therefore, a government intervention to support these challenges is highly encouraged.
- 3.2.3. Since this research also found out that the stakeholders are willing, especially the students and parents, to chip in and add transportation charges reflected on the student's school fee, the schools are also willing to provide service or carpool for the students or employees. Therefore, the schools could implement this to the

willing students and employees, provided that there will be a scheduled time and pick up and drop point.

- 3.2.4. The school management should provide a strict implementation of the health protocols and formulate a strategy for the smooth flow of the foot traffic for the people who will visit the school premises. In addition, posting of direction signage may require throughout the campus. Hence, a visit from the regulatory body from CHED/ IATF/DOH should be conducted before and during the implementation of the limited face-to-face classes.
- 3.2.5. Further research shall be suggested focusing on the policies, implementations, strategies, and implications of shifting from online to face-to-face schools and universities.

3.3. Limitation of the Study and Further Research

This research compared the willingness and expectations of four stakeholder groups, namely, students, parents, faculty, and HEI administrators, to conduct limited face-to-face classes. A stakeholder approach was implemented, protecting the interest of each group towards the proposed flexible or blended learning. This research could be deepened by exploring other relevant motivation and decision-making paradigms that could interpret the significant difference in their perceptions. The use of a limited sample within a given time frame could be further addressed by a broader scope of survey distribution and administration to improve the generalizability of the results. Other relevant domains besides education, community, and organization may also be tapped for a more holistic exploration of the delivery system of limited face-to-face classes. A causal or experimental design of research may also be implemented to increase the deterministic power of each factor towards achieving greater willingness and satisfaction of stakeholder expectations.

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Appendices

Table 8. Distribution of the Respondents

Respondents	f	Retrieval	%	Rank
School Administrators	370	34	5.24	4
Faculty Members	376	64	9.58	3
Students	384	384	57.49	1
Parents	384	186	27.84	2
Total	1514	668	100	

The number of the respondents derived using Cochran’s equation for the finite number of populations with a 95% confidence level, population proportion of 51%, and a margin of error of 5%. The following required and estimated populations were based on the CHED statistics S.Y. 2019 – 2020, especially on faculty members (18,000 from the HEIs in Manila) and students (3,500,000 enrolled tertiary students from 2019 – 2020). According to Israel, G. D. (1992), a population will not affect much of the possible outcome of the sample size, but the precision size might change the sample size Dell, B.D., Holleran, S. and Ramakrishnan, R. (2002). Therefore, the following figures derived from the large population will be adequate samples for quantitative research.

Table 9. Cronbach’s Alpha Result of Research Instrument

Indicator	Alpha	Verbal Interpretation	No. of Items
Expectation	.982	Excellent	32
Willingness	.976	Excellent	32

As shown in Table 2, the internal consistency and reliability of the research instrument revealed that all questions were rated with excellent responses from the respondents to the research instrument.

Factor Analysis

Figure 4: Factor Analysis – Expectation

	Component					Uniqueness
	1	2	3	4	5	
IRC_01	0.516		0.621	0.438		0.02516
IRC_02	0.450	0.387	0.777			0.02209
IRC_03		0.788			0.308	0.00854
IRC_04	0.831	0.326				0.09584
IRC_05	0.422	0.774		0.418		0.03261
IRC_06	0.511	0.503	0.646			0.05764
IRC_07	0.385	0.588	0.424		-0.406	0.03679
IRC_08		0.781	0.444			0.03947
IRC_09	0.529	0.502	0.524			0.17205
FC_01				0.944		0.00494
FC_02			0.504	0.793		0.02350
FC_03		0.751	0.427			0.06467
FC_04		0.927				0.05224
FC_05	0.513	0.594		0.510		0.02463
TC_01	0.349	0.670	0.365	0.492		0.03223
TC_02	0.780	-0.378				0.04854
TC_03	0.931					0.00491
TC_04				0.374	0.830	0.01778
TC_05			0.883			0.03681
TC_06	0.481		0.575	0.460	0.455	0.01356
PLE_01	0.741	0.628				0.00145
PLE_02	0.717	0.610				0.00467
PLE_03	0.717	0.610				0.00467
PLE_04		0.884			-0.375	0.01073
PLE_05		0.658	0.401		-0.366	0.12397
PLE_06		0.332	0.762	0.336		0.03225
HCS_01	0.471		0.688	0.450		0.04245
HCS_02	0.821	0.438				0.00714
HCS_03	0.693	0.554	0.343			0.04046
HCS_04	0.876		0.334			0.00789
HCS_05				0.955		0.02143
HCS_06				0.602	0.690	0.01229
HCS_07	0.578	0.745				0.00995
HCS_08	0.697				0.638	0.03619
HCS_09	0.875	0.416				0.00189

Note: Varimax rotation was used

Figure 5: Factor Analysis – Willingness

	Component					Uniqueness
	1	2	3	4	5	
IRC_01			0.313	0.890		0.01893
IRC_02	0.432		0.809	0.307		0.01169
IRC_03	0.726	0.526	0.329			0.00598
IRC_04		0.940				0.01860
IRC_05	0.870	0.389				0.00414
IRC_06	0.324	0.827	0.431			0.00314
IRC_07		0.935				0.04003
IRC_08	0.606	0.424		0.588		0.09306
IRC_09		0.820		0.475		0.00929
FC_01	0.520	0.590		0.355	0.711	0.06177
FC_02				0.511	0.711	0.10282
FC_03	0.543	0.356		0.530	0.530	0.17194
FC_04	0.730	0.480		0.376		0.00305
FC_05	0.517	0.603		0.541		0.00612
TC_01				0.935		0.08238
TC_02	0.828		0.310	0.315		0.00999
TC_03	0.564		0.755			4.20e-4
TC_04	0.828		0.310	0.315		0.00999
TC_05		0.554		0.671		0.01854
TC_06	0.593		0.590	0.415		0.02853
PLE_01	0.896	0.851				0.02127
PLE_02	0.896	0.851				0.02127
PLE_03	0.765	0.449	0.330			0.00421
PLE_04	0.765	0.449	0.330			0.00421
PLE_05	0.726	0.526	0.329			0.00598
PLE_06	0.582	0.331	0.613			0.11276
HCS_01	0.841		0.354			5.48e-4
HCS_02	0.834		0.364			0.00247
HCS_03	0.505	0.801				0.00221
HCS_04	0.763		0.379	0.328		0.02833
HCS_05				0.948		0.01183
HCS_06	0.763		0.379	0.328		0.02833
HCS_07		0.886				0.00966
HCS_08	0.564		0.755			4.20e-4
HCS_09	0.501	0.423	0.715			0.04530

Note: Varimax rotation was used

The research instrument has also undergone a factor analysis in which this process also identified the construct determined by the researchers. However, changes, rewordings, reducing, combining, and shifting places were done to have more accurate and valid results. The original pilot test of 48 questions in willingness was trimmed down to 35 and reduced to 32 items for the whole constructs of willingness. On the other hand, from 44 statements in expectations, it was trimmed to 32 questions.

Table 10 Normality Test using Shapiro-Wilk Test

	Sex	Statistic	Df	Sig
Students	Male	.963	172	<.001
	Female	.961	212	<.001
Parents	Male	.866	74	<.001
	Female	.958	112	.001
Faculty	Male	.900	25	.022
	Female	.892	39	.001
School Administrators	Male	.693	20	<.001
	Female	.605	14	<.001

Table 3 showed that all groups of respondents garnered less than a .05 p-value respectively: students (Male <.001, Female <.001) r the parents (Male <.001 while Female .001), moreover, for the faculty (Male .022 and Female .001), lastly the school administrators (Male <.001 and Female <.001). Therefore, the table suggests that the sample distribution is not normal, so a non-parametric statistical treatment shall be utilized.

Table 11: Mean Distribution Level of Respondents' Expectations to Conduct Limited Face to Face Classes According to Education – Instructional Concerns

Particular	Admin Expect		Faculty Expect		Parents Expect		Students Expect		Group Expect		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
ID1	4.24	1.07	3.98	1.04	3.59	0.98	3.43	1.06	3.81	1.04	Expected
ID2	3.59	1.31	3.34	1.14	3.39	1.07	3.46	1.04	3.45	1.14	Expected
ID3	4.35	0.77	3.88	0.76	3.37	0.88	3.52	1.00	3.78	0.86	Expected
ID4	3.47	0.86	2.95	1.04	3.60	0.77	3.59	1.02	3.40	0.92	Expected
ID5	4.24	0.65	3.45	1.00	3.37	1.02	3.65	0.95	3.68	0.91	Expected
ID6	3.88	0.84	3.88	1.00	3.53	1.08	3.36	1.22	3.66	1.04	Expected
Overall	3.96	0.92	3.58	1.00	3.48	0.97	3.50	1.05	3.63	0.99	Expected

In general, the four groups of respondents expect the changes and adaptation of instructional delivery in this current situation. This is also backed by the statement of the Chairman of CHED that there will be no going back as the tertiary level will now adopt the flexible learning modality. (ABS-CBN News, 2021). This fact was also matched by the result of the study from the perspective of the selected school administrations that blended learning will dramatically increase; therefore, reformulation of the grading system is a must to meet the flexible or blended modality. (Marshall-Stuart, D., 2018), the said factors were also agreed upon and expected by the faculty, parents, and students. Hence, a shorter time for the face-to-face and online classes was moderately expected by the faculty yet revealed a higher notch in the perspective of both parents and students.

Table 12: Mean Distribution Level of Respondents' Expectations to Conduct Limited Face to Face Classes According to Education – Financial Issues

Particular	Admin Expect		Faculty Expect		Parents Expect		Students Expect		Group Expect		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
FI1	1.82	1.06	2.17	1.20	1.86	1.27	2.48	1.41	2.08	1.23	Least Expected
FI2	4.24	0.55	4.16	0.56	3.59	1.21	3.60	1.09	3.90	0.85	Expected
FI3	4.41	0.50	4.53	0.50	4.37	0.66	4.25	0.86	4.39	0.63	Highly Expected
FI4	4.00	0.60	4.08	0.58	3.85	0.71	3.83	0.93	3.94	0.70	Expected
FI5	3.88	0.91	4.25	0.84	3.72	1.09	3.46	1.16	3.83	1.00	Expected
Overall	3.67	0.72	3.84	0.74	3.48	0.99	3.52	1.09	3.63	0.88	Expected

As revealed by these data, the four respondents overall agreed and expected to accept, offer, and use government grants, scholarships, and discounts to the incoming students. To support this, even in the international setting, most college institutions offer higher discounts with an average of 53.9 percent to attract students to enroll. (Hall, I., 2021). Hence, free tertiary education for all the state colleges and universities aids the financial concerns of both parents and students under the universal access to quality tertiary education, which was signed way back in 2017, with a total of 1.79 million students beneficiaries. (Dela Cruz, J. 2020), thus, a flexible payment was also highly expected from the viewpoint of both the administrators and faculty, and all of the respondents least expected any hike or increase neither in miscellaneous or tuition fees, which is also reflected in the statement of the office of the CHED that there is still no approved tuition hike among higher education institutions. (Hernandez-Malipot, M. 2021).

Table 13: Mean Distribution Level of Respondents' Expectations to Conduct Limited Face to Face Classes According to Community

Particular	Admin Expect		Faculty Expect		Parents Expect		Students Expect		Group Expect		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
C1	3.71	0.58	3.48	1.00	3.46	0.99	3.79	1.13	3.93	0.93	Expected
C2	4.41	0.78	4.19	0.90	3.59	0.98	3.52	1.01	3.56	0.92	Expected
C3	4.12	0.91	3.91	0.96	3.66	1.15	3.53	1.11	3.80	1.03	Expected
C4	4.12	0.69	3.77	0.96	3.58	1.02	3.60	0.94	3.81	0.90	Expected
C5	3.35	1.10	3.50	1.19	3.22	1.02	3.57	1.01	3.41	1.08	Expected
C6	4.35	1.04	4.25	0.97	3.60	1.08	3.49	1.15	3.92	1.06	Expected
Overall	4.01	0.62	3.85	0.66	3.52	0.68	3.58	0.74	3.74	0.67	Expected

As portrayed in this study, the data revealed that there would be a strict implementation regarding the maximum capacity of the public utility vehicles such as buses, jeepneys, etc. is highly expected in the viewpoint of the school administrators, and faculty since some of the institutions provide a free shuttle service to their employees as urged by the DOLE and DTI (Medenilla, S.P., 2020), hence a lower rate from the perspective of both students and parents since they were not able to experience these benefits. Though the students and parents are expecting to have a shuttle service yet, this factor got the lowest expectation results from the part of the school administration, which is also reflected in the expectation of the parents and students that for them to travel going to school, the respondents expected to commute anticipated that there will be a dedicated terminal and utilization of the cashless transactions for fair fees. Moreover, both school admins and faculty expect to provide quarantine or school

passes to enable them to travel and enter the school premises. Yet, the parent respondents got the lowest response on this matter.

Table 14: Mean Distribution Level of Respondents' Expectations to Conduct Limited Face to Face Classes According to Organization – Physical Learning Environment

Particular	Admin Expect		Faculty Expect		Parents Expect		Students Expect		Group Expect		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
PLE1	4.88	0.33	4.72	0.46	4.29	0.97	4.03	0.95	4.48	0.68	Highly Expected
PLE2	4.71	0.46	4.56	0.50	4.27	0.92	4.01	0.93	4.39	0.70	Highly Expected
PLE3	4.65	0.60	4.48	0.59	4.13	1.00	3.97	0.99	4.31	0.80	Highly Expected
PLE4	4.29	0.91	4.36	0.87	3.62	1.21	3.55	1.15	3.95	1.03	Expected
PLE5	4.65	0.49	4.58	0.53	4.26	0.79	4.19	0.91	4.42	0.68	Highly Expected
Overall	4.64	0.56	4.54	0.59	4.11	0.98	3.95	0.99	4.31	0.78	Highly Expected

In general, considering the physical learning environment under the organizational scope earned highly expected from the four groups of respondents. Adjustment of the layout of the room and laboratory got the highest expectations from almost all of the respondents, the same with the assigned entrance and exits, the allowed capacity to visit the premises, availability, and accessibility of sanitation supplies, as well as the implementation of lock-in during class hours, was highly expected by both administrators and faculty but a lower rating from the parents and students. These are all following the joint memorandum circular 2021-001 of CHED and DHO concerning the guidelines on the gradual reopening of campuses of higher education institutions for limited face-to-face classes except for the lock-in regulations that could be the discretion of the institution to protect and refrain the students of any contact outside the premises.

Table 15: Mean Distribution Level of Respondents' Expectations to Conduct Limited Face to Face Classes According to Organization – Health Care System and Services

Particular	Admin Expect		Faculty Expect		Parents Expect		Students Expect		Group Expect		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
HCSS1	4.47	1.05	4.27	1.03	4.04	1.00	3.81	1.09	4.15	1.04	Expected
HCSS2	4.94	0.24	4.75	0.44	4.44	0.91	4.22	1.00	4.59	0.65	Highly Expected
HCSS3	4.76	0.96	4.59	0.91	4.28	0.81	3.99	1.01	4.41	0.92	Highly Expected
HCSS4	4.88	0.48	4.70	0.56	4.40	0.83	4.21	0.96	4.55	0.71	Highly Expected
HCSS5	3.88	1.30	3.98	1.19	3.52	1.18	3.60	1.22	3.74	1.22	Expected
HCSS6	4.06	1.07	4.00	1.05	3.16	1.23	3.20	1.31	3.60	1.17	Expected
HCSS7	4.65	0.60	4.55	0.62	4.13	0.85	3.98	0.92	4.32	0.75	Highly Expected
HCSS8	4.00	0.85	4.08	0.68	4.15	0.82	3.90	1.01	4.03	0.84	Expected
HCSS9	4.35	0.77	4.47	0.74	4.23	0.93	4.09	0.99	4.28	0.86	Highly Expected
HCSS10	4.29	0.97	4.33	0.92	3.98	0.93	3.81	1.07	4.10	0.97	Expected
Overall	4.43	0.83	4.37	0.81	4.03	0.95	3.88	1.06	4.18	0.91	Expected

Regarding the health care system and services provided by the organization, rated expected as perceived by the respondents. Wearing a face mask and face shield, stringent

implementation of quarantine policies, assisting students with symptoms, and daily health declarations are highly expected. Hence, a different level of expectation was revealed in the perspective of the admin and faculty to the students and the parents in terms of providing a quarantine area of the institution and a frictionless tracer system. Moreover, though the four groups of the respondents were expecting to present any of the vaccination evidence, both parents and students moderately expected to implement this since students are not the current priority to be vaccinated, but the health workers, seniors, persons with comorbidities, etc. (DOH, n.d.)

Table 16: Mean Distribution Level of Respondent's Willingness to Conduct Limited Face to Face Classes According to Education – Instructional Concerns

Particular	Admin Willing		Faculty Willing		Parents Willing		Students Willing		Group Willingness		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
IC1	3.91	0.57	4.17	0.73	4.02	0.91	3.58	1.04	3.92	0.81	Willing
IC2	4.12	0.33	4.32	0.47	4.08	0.60	3.71	0.92	4.06	0.58	Willing
IC3	4.06	0.42	4.27	0.75	4.00	0.84	3.64	1.00	3.99	0.75	Willing
IC4	4.29	0.58	4.48	0.69	4.16	0.95	3.89	0.93	4.21	0.79	Totally Willing
IC5	4.15	0.70	4.19	0.76	4.41	0.69	4.04	1.01	4.21	0.79	Totally Willing
IC6	3.68	0.64	3.81	0.91	3.33	1.03	3.31	1.17	3.53	0.94	Willing
Overall	4.04	0.54	4.21	0.72	4.00	0.84	3.70	1.01	3.98	0.78	Willing

The data revealed that the four respondents are totally willing to continue using online platforms and have shorter face-to-face and online classes time. In addition, usage of remote learning materials, and other alternative educational materials were unanimously on the side of admin, parents, and students and very much willing in the viewpoint of the faculty. Thus, requiring attendance during the limited face-to-face got the lowest score yet still willing as assessed by the respondents. Though attending the limited face-to-face classes is optional or not mandatory based on the DOH and CHED memorandum (2021, p.3). Moreover, flexible learning doesn't limit only to the asynchronous and synchronous class, but this will help the students and the institution determine the most appropriate approach to the different scenarios of the student. (De Vera, P. 2021).

Table 17: Mean Distribution Level of Respondents' Willingness to Conduct Limited Face to Face Classes According to Education – Financial Issues

Particular	Admin Willing		Faculty Willing		Parents Willing		Students Willing		Group Willingness		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
FI1	2.68	1.20	2.05	1.01	1.70	1.05	2.00	1.16	2.11	1.10	Least willing
FI2	4.18	0.76	4.24	0.82	4.02	1.01	3.61	1.08	4.01	0.92	Willing
FI3	4.06	0.78	4.48	0.78	4.29	1.12	4.22	0.87	4.26	0.89	Totally Willing
FI4	4.00	0.82	4.40	0.75	4.30	0.91	4.01	0.91	4.17	0.85	Willing
FI5	3.74	0.67	4.06	1.00	3.58	1.13	3.47	1.09	3.71	0.97	Willing
Overall	3.73	0.85	3.85	0.87	3.58	1.04	3.46	1.02	3.65	0.95	Willing

Regarding the respondents' willingness concerning the financial issues, the respondents are totally willing to accept, provide, and increase the scholarship and discounts. Hence, even the

school admin considered the increase in school fees as the least priority during this current situation.

Table 18. Mean Distribution Level of Respondents' Willingness to Conduct Limited Face to Face Classes According to Community

Particular	Admin Willing		Faculty Willing		Parents Willing		Students Willing		Group Willingness		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
C1	2.76	1.23	3.40	1.10	3.21	1.23	3.06	1.15	3.11	1.18	Somewhat Willing
C2	3.91	0.71	4.46	0.76	4.02	0.96	3.84	0.95	4.06	0.85	Willing
C3	4.29	0.63	4.51	0.74	4.21	1.08	4.08	0.98	4.21	0.86	Totally Willing
C4	3.97	1.00	4.51	0.74	4.41	0.67	3.82	0.85	4.24	0.81	Totally Willing
C5	4.09	0.87	4.02	1.24	3.38	1.36	3.49	1.10	3.74	1.14	Willing
C6	4.09	0.75	4.43	0.71	3.94	1.09	3.85	0.99	4.08	0.89	Willing
Overall	3.85	0.64	4.22	0.61	3.86	0.60	3.69	0.66	3.91	0.63	Willing

As revealed in this table, the respondents are totally willing to use cashless transactions or beep cards and implement a point-to-point jeepney and bus stop, setting the maximum capacity, providing travel passes or student pass rated willing as perceived by the respondent. Though the school admin is much willing to provide school service, in lieu, it would be added to the school fees of the student; both parents and the student rated this factor low yet still willing and considering while commuting through the mass transportation such as trains and other public utility vehicles make the respondents think twice to find another option, but somewhat willing.

Table 19. Mean Distribution Level of Respondents' Willingness to Conduct Limited Face to Face Classes According to Organization – Physical Learning Environment

Particular	Admin Willing		Faculty Willing		Parents Willing		Students Willing		Group Willingness		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
PLE1	4.00	0.65	4.60	0.64	4.33	0.86	4.06	1.02	4.25	0.79	Totally Willing
PLE2	4.24	0.82	4.63	0.55	4.37	0.65	4.29	0.80	4.38	0.70	Totally Willing
PLE3	4.15	0.78	4.60	0.55	4.49	0.77	4.33	0.82	4.39	0.73	Totally Willing
PLE4	3.91	0.71	4.49	0.69	4.20	0.74	3.99	0.98	4.15	0.78	Willing
PLE5	3.85	1.10	4.40	0.87	4.25	0.77	3.98	1.03	4.12	0.94	Willing
Overall	4.03	0.81	4.54	0.66	4.33	0.76	4.13	0.93	4.26	0.79	Totally Willing

All respondents totally agree and willing with the initiatives of the organization regarding the changes in the physical learning environment, namely, setting up of the room with the proper distance, accessibility and availability of the sanitation and hygiene areas upon

entering the premises, redirection of the entrance and exit or the foot flow inside the institution while, a lower level of willingness as perceived by the students in terms of the reduced number of students during face-to-face class present within the school premises.

Table 20. Mean Distribution Level of Respondents' Willingness to Conduct Limited Face to Face Classes According to Organization – Health Care System and Services

Particular	Admin Willing		Faculty Willing		Parents Willing		Students Willing		Group Willingness		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
HCSS1	4.35	0.85	4.75	0.59	4.48	0.85	4.18	0.93	4.44	0.80	Totally Willing
HCSS2	4.50	0.66	4.70	0.53	4.51	0.66	4.18	0.85	4.47	0.68	Totally Willing
HCSS3	4.15	0.78	4.59	0.56	4.46	0.67	4.21	0.84	4.35	0.71	Totally Willing
HCSS4	3.85	0.61	4.10	1.04	3.62	1.36	3.66	1.15	3.81	1.04	Willing
HCSS5	3.85	0.61	3.90	1.23	3.30	1.37	3.53	1.18	3.65	1.09	Willing
HCSS6	3.97	0.87	4.35	0.83	4.14	0.85	3.89	0.93	4.09	0.87	Willing
HCSS7	3.53	1.35	4.24	1.13	4.09	1.05	3.98	0.92	3.96	1.11	Willing
HCSS8	4.21	0.41	4.56	0.62	4.41	0.75	4.13	0.82	4.32	0.65	Totally Willing
HCSS9	4.29	0.63	4.57	0.56	4.51	0.61	4.22	0.79	4.40	0.65	Totally Willing
HCSS10	4.35	0.85	4.75	0.59	4.48	0.85	4.18	0.93	4.44	0.80	Totally Willing
Overall	4.11	0.76	4.45	0.77	4.20	0.90	4.02	0.93	4.21	0.84	Totally Willing

As shown by the data, the respondents are totally willing with the concerns laid by the study in the part of the organization is holding the limited face-to-face classes specifically, providing a holding area within the vicinity of the school for those students or employees who will show symptoms, continuously implementing of wearing the face mask and face shield, daily health monitoring log, providing assistance to accompany students with such symptoms and a mobile tracker system. On the other hand, the four groups of respondents are also willing to conduct the limited face-to-face classes if there would be a clear and strict implementation of quarantine protocols, which offer vaccines for the stakeholders. The samples also extend their willingness to present vaccine records or covid test results before admission.