

# Determining Parents' Acceptability and Readiness on Face-to-Face Classes

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**Abstract:** *The study explored the level of parents' acceptability and readiness in allowing children attending a limited face-to-face class in a selected school in South District Mexico, Pampanga. The literature was evaluated to support the Community of Inquiry theory. The one hundred twelve parents from selected schools made up the population of the study. The study employed explanatory sequential and descriptive research designs. Questionnaires were used in gathering the data. The significance between the demographic profile and the level of acceptability and readiness on face-to-face is determined using percentages, weighted mean, and One-way ANOVA. The study found that the demographic profile of parents has no significance between the level of acceptability and readiness in face-to-face classes. As a result, the study's hypothesis is accepted. Furthermore, the study recommended that the number of students inside the classroom be limited, and informed parents the importance of vaccination for their children, and free bicycles for the children from the poorest families. In totality, the community, parents and educators should work together to improve the challenge of students attending school amidst pandemic and local government give more information regarding the importance of vaccination to the children.*

**Keywords:** *face-to-face, parents' acceptability, readiness, vaccination, education*

## 1. INTRODUCTION

Coronavirus disease 2019 (COVID-19) changed the world's education systems, limiting educational chances for many students. The pandemic affected almost 1.7 billion students in the worldwide Organization for Economic Co-operation and Development (OECD, 2020c; United Nations, 2020, p.2). According to the United Nations, the International Children's Fund (UNICEF) data released; COVID-19 lockdowns have forced the closing of schools for over 168 million children around the world for almost a year. Furthermore, more than three-quarters of the world's children – or one in every seven – have skipped more than three-quarters of their in-person learning. Face-to-face instruction is preferable to online/modular learning because "in-person communications make our brains happier," according to Stanford researchers (2022). In a learning environment, teachers can handle and manage the students face-to-face, they can better deliver the discussion or topics, and having to go to class with a real teacher is more engaging for students. In a classroom context, students can learn more and grow more by engaging with and learning from one another. For the sake of their children's future, parents, schools, and the government must collaborate to open schools. In other countries, they did not close schools for almost a year, only the Philippines, shut down schools for almost a year. The Agency for National Economic and Development (NEDA Secretary Karl Chua, 2022).

The Department of Education (2022) has recommended a "progressive expansion" of a small number of in-person classes, Office Order OO-OSEC-2022-0030 Preliminary guidelines for expanding schools with limited attendance should be placed in areas classified as alert levels one and two but have stated that before authorizing in-person sessions in more schools, they will seek an opinion from other agencies as well as kids' parents. Department of Education Secretary Leonor Magtolis Briones said the pilot run of face-to-face sessions last year from November 15 to December 24 was "highly successful," citing department surveys, "No reported confirmed COVID-19 case in any participating schools," according to this statement throughout the implementation phase. DepEd Secretary Briones agreed with all regional directors to begin a phased growth phase of face-to-face education in public schools after the President approved a resolution to gradually expand face-to-face education. The DepEd decided to expand the progressive face-to-face classes to open other schools in Alert Levels One and Two (Yang, 2022). According to DepEd Assistant Secretary Garma, in the Philippines, there are now 9,994 public schools that are participating in face-to-face classes. These are the schools that have been recommended and are currently at alert levels one and two. These are schools where restricted face-to-face lessons can already be resumed (Gonzales, 2022). According to recent data from the DepEd, 304 schools in the Alert Level 1 or 2 area are eligible to start face-to-face classes. There are 12 in Region 2, 106 schools in Region 3, 54 schools in Region 4A, and 123 schools in NCR. In Region 3 1,764 public schools reopen for limited face-to-face classes said to the DepEd Regional Office all (Tecson, 2022). According to DepEd 2022 before the school opens the

schools must verify compliance with School Safety Assessment Tool (SSAT) standards and place them in alert level 1 and level 2 areas based on regular risk assessments by the Department of Health (DOH) and only the vaccinated teachers can attend face-to-face classes to a limited extent. However, the DepEd stated that parents must "give written approval" for their children to participate. "Schools may continue distance education and parents should not be forced to send their children to attend face-to-face classes," the DepEd said (Cabrera, 2021). The DepEd and DOH (September 2021), ensuring the safety of participating learners, faculty, non-faculty, and their families as part of a limited face-to-face pilot implementation in selected low-risk areas across the country. According to Montemayor (2022), Vaccination of children is not a requirement to attend limited face-to-face classes. Still, According to DepEd Secretary Briones, parents will determine whether to consent to their children receiving vaccinations. Even yet, if parents let their kids go back to school, they are advised to vaccinate them to ensure their safety in the classroom.

Some parents are ready to put back their children if the protocols are followed. It will be helpful to the students if they are in face-to-face classes to assure that the student's learning progress is developed. In contrast, some parents are not yet ready and hesitant to send their children back to school even though there is a decline in COVID-19 cases. Some parents said that they preferred blended learning and staying at home to secure their children. They will only send their children back to school when COVID-19 is done (Moaje, 2021).

The researcher explored the level of parents' acceptability and readiness to allow children to attend limited face-to-face classes. Faith Argosino (2021) stated that some parents disagree with face-to-face classes due to many cases of COVID-19, they prefer modular/online classes instead of their children attending face-to-face classes. They are hesitant to vaccinate their children for them to participate in face-to-face classes, even if it is not mandated by DepEd, but they are aware that if their children are not vaccinated, they risk getting infected with COVID-19. Thus, the study aimed to determine parents' readiness and acceptability in a limited face-to-face class.

### Statement of the Problem

The general aim of this study is to determine the significant relationship between the parents' acceptability and readiness in limited face-to-face classes.

Specifically, it seeks to obtain answers to the following questions at the end of this paper:

1. What are the demographics of the respondents in terms of

1.1 age;

1.2 sex;

1.3. financial status;

1.4 vaccination status

1.4.1 Parents,

1.4.2 Children.

1.5 Number of children studying?

2. What is the level of acceptability of the respondent on the implementation of limited face-to-face in terms of:

2.1 Number of school days in a week;

2.2 Number of school hours spent per day; and

2.3 Number of students inside the classroom?

3. What is the level of readiness of the parents about the conduct of limited face-to-face classes?

3.1 Preparing the children to go to school;

3.2 Students' necessities; and

3.3 Transportation?

4. Is there a significant difference in the parents' acceptability and readiness in terms of:

4.1 age;

4.2 sex;

4.3. Financial status;

4.4 vaccination status; and

4.4.1 Parents,

4.4.2 Children.

4.5 Number of children studying.

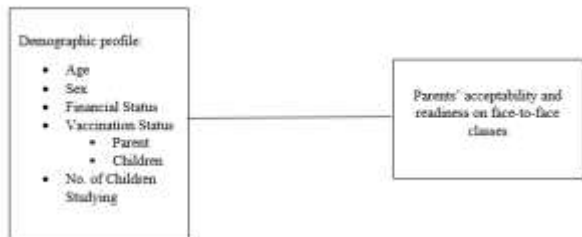
5. What are the reasons for the hesitation of the parents to accept limited face-to-face classes for their children?

6. What are the factors that may affect the parents' readiness in allowing their children in the limited face-to-face classes?

### Theoretical Framework

This research was based on the study of Garrison, Anderson, and Archer (2000) in The Community of Inquiry (CoI) where they started, the three presences of cognition, instruction, and social interaction come together to create the educational experience. Adapted from Rodgers and Raider-definition, Roth's presence is described in our application of the model as "a state of alert awareness, receptivity, and contentedness to the social, cognitive, emotional, and physical workings of both the individual and the group in the context of their learning environments" (2006). The Community of Inquiry (CoI) model of inquiry-based education and learning is founded on John Dewey's 1938 work as well as enlightened perceptions of experiential learning. On other hand, Garrison (2016) believed that the ability to master higher-order thinking skills is considered a crucial opportunity provided by inquiry-based learning; however, Akyol and Garrison (2011) also believed that cognitive, social, and teaching presences needed to be balanced for cognitive presence to be effective.

**Conceptual Framework**



**Fig. 1.** *Conceptual Framework of the study*

Figure 1 showed the conceptual framework of the study. As the figure presented the demographic profiles (Box 1) consist of age, sex which includes female and male, financial status, and vaccination status if they are vaccinated or not yet vaccinated. On the other side, it constitutes parents' acceptability and readiness for face-to-face classes if they accept and are ready for face-to-face classes.

The researchers will examine if there's a significant difference in the parents' acceptability and readiness by the demographic profile.

**METHODS**

This chapter presents the necessary data gathering procedures involved in the study. This contains the discussion of the research strategy, study participants, data collection process, research tools, and statistical analysis utilized to analyze the data.

**Research Design**

The research design of this study was based on the mixed method type of research explanatory sequential. Mixed methods are the cornerstone of research used in social science daily (Creswell and Plano Clark, 2011; Johnson and Onwuegbuzie, 2004). The mixed methodology is referred to as "the third paradigm" or "third methodological movement" and consists of two (or more, or both) quantitative and qualitative methodologies.

ANOVA was used to test the data collected and determine the differences of each variable in the target population.

**Respondents of the study**

The respondents in this study were parents with children that are currently enrolled in a selected School in South District of the Municipality of Mexico, Pampanga in the Academic Year 2021–2022. The participants in the study were parents whose children were enrolled but did not agree to send their children to limited face-to-face classes.

**Sampling Technique**

The researchers employed a technique known as Random sampling. The respondents were the parents who did not allow their children to attend the limited face-to-face classes in a selected school of South District Mexico, Pampanga. The respondents were classified according to their child's grade level and enrolled in modular learning. The researcher randomly selected 112 respondents from each stratum.

**Research Instruments**

The survey questionnaire created by the researchers was used in this study. The first part asked for the demographic profile of the respondents, and the researchers made it to gather information about the respondents' age, sex, financial status, and vaccination status. While Part 2 was intended to determine the level of parents' acceptability of face-to-face classes. The last part is intended to determine the parents' readiness for face-to-face classes. In this part, the researchers used the Likert scale questionnaire. The developed instrument underwent validity and reliability tests. The instrument was valid and reliable, having a Cronbach's coefficient alpha value of 0.918.

For the qualitative data gathering instrument, a semi-structured interview questionnaire was developed. The developed instrument underwent validity and reliability tests.

**Data Gathering Procedure**

After confirming the reliability and validity of the testing tools, the researcher asked permission to conduct the study to the dean of College of Education. After the approval, the letter was forwarded to the principal of selected school and sought approval to conduct the study at the school. The researchers prepared printed questionnaires for the respondents. As to collect data, the researchers requested a list of the number of pupils who continued modular learning from the school head of the schools.

**Statistical Treatment of Data**

The information obtained from the respondents was analyzed through the following statistical methods and procedures:

**1. Percentage**

The profiles of the respondents were determined using the percentage.

**Weighted Mean**

A weighted mean is a computation that considers the relative value of numbers in data collection. The weighted mean as a statistical tool was used to measure the parents' acceptability and readiness in limited face-to-face classes. (4) Strongly agree (3) Agree (2) Disagree (1) Strongly disagree

### 1. Standard Deviation

To determine the significance and contribution of age, sex, financial status, and vaccination status on the parents' acceptability and readiness for face-to-face classes, the standard deviation was used. Standard deviation allowed the researchers to see how scattered the data is.

### 2. Analysis of Variance (ANOVA)

To determine whether there were any statistically significant differences between three or more independent (unrelated) groups, one-way ANOVA was performed. This was used to test the difference in the mean of parents' acceptability and readiness in face-to-face classes.

### Ethical Considerations

Data collection from participants for research purposes without ethical approval is punishable. Hence, the researchers ensured that various ethical areas of the study needed were considered and observed. Fundamentally, the respondents in this study required their approval for the commencement of data gathering. This study acquired the respondents' personal and professional knowledge, and a consent letter was sent to thoroughly notify the participants of what would be required of them, how the data will be used, and what (if any) implications there may be.

The names of the respondents were kept anonymous or confidential, and in addition to the protection of their names, further assurances were provided regarding the avoidance of self-identifying remarks and information.

Lastly, for the conflict of interest wherein, the possibility of the existence of a potential conflict of interest could be brought about by the researcher's relationships or past actions. Transparency in reporting is crucial when applying for ethics approval. To ensure that they were unaware of the identities of the respondents, the researchers of this study used anonymous data collection methods (such as anonymous questionnaires).

This study valued the rights of the respondents who provided informed consent. Rest assured that no part of this research will cause any harm. Also, information about the nature of the study was provided and well explained to them. The respondents were also free to withdraw at any time, and the researchers certified that all the data obtained from them were confidential.

Before the conduction of data gathering, this study adhered to the Committee of Publishing Ethics (CoPE) guidelines that required researchers to guarantee that the research was done ethically.

## RESULT AND DISCUSSION

**Table 1.** Demographic Profile of Respondents

	Profile	Frequency	Percent (%)
Age	18-30	20	17.9
	31-40	58	51.8
	41 and above	34	30.4
<b>Total</b>		<b>112</b>	<b>100</b>
Sex	Female	83	74.1
	Male	29	25.9
<b>Total</b>		<b>112</b>	<b>100</b>
Financial Status	Less than 10,957 pesos	72	64.3
	Between 9,520 to 21,194 pesos	23	20.5
	Between 21,194 to 43,828 pesos	9	8.0
	Between 43,828 to 76,669 pesos	7	6.3
	Between 76,699 to 131,484 pesos	1	.9
	Between 131,484 to 219, 140 pesos		
	At Least 219,140 and up		
<b>Total</b>		<b>112</b>	<b>100</b>
Parents' Vaccination Status	First Dose	2	1.8
	Fully Vaccinated	80	71.4
	1 <sup>st</sup> Dose	21	18.8
	Not Yet Vaccinated	9	8.0
<b>Total</b>		<b>112</b>	<b>100</b>
Students Vaccination Status	1 <sup>st</sup> Dose	5	4.5
	Fully Vaccinated	50	44.6
	Not Yet Vaccinated	57	50.9
<b>Total</b>		<b>112</b>	<b>100</b>
No. of Children Studying	1	65	58.0
	2	35	31.3
	3	11	9.8
	4	1	.9

	5 and up		
<b>Total</b>		<b>112</b>	<b>100</b>

Table 1 represents the distribution of respondents in terms of their age, sex, monthly income, parents' vaccination status, students' vaccination status, no. of child/children, and grade level of child/children. Key findings emerged that most of the respondents' age is within the range of 31-40 years old, garnering an average of 51.8%, followed by the age group of 41 and above, with 30.4%. However, in terms of sex, the results showed that the majority of respondent parents are female, with 74.1%, while the percentage of male is 17.9%. The majority of parents who are female say they are more engaged in their kids' education and believe they even have time to do so even if they work full-time (Pew Research Center, 2015). However, in terms of monthly income, the data revealed that most of the respondents selected less than 10,957 pesos with a percentage of 64.3, followed by between 9,520 to 21,194 pesos with 20.5%. According to the Philippine Statistics Authority (PSA) First Semester 2021 Official Poverty Statistics, poverty incidence among persons the proportion of Filipinos with incomes below the per capita poverty threshold was 23.7 percent, up from 21.1 percent in the first half of 2018. The current poverty data equates to an increase of 3.87 million poor people to 26.14 million in the first half of 2021 (PSA, 2021). However, in terms of parents' vaccination status, the results show that most of the respondents are fully vaccinated with 71.4%, and 18.8% of respondents are with booster shots. Moreover, in terms of students' vaccination status, the results show that 50.0% that the most of respondents are not yet vaccinated, followed by 44.6% who are fully vaccinated. According to a recent survey by the Kaiser Family Foundation, only 27% of parents of children aged 5 to 11 plan to immunize their kids against COVID-19 (KFF), while 20% claim they will not vaccinate their children. One-third of parents stated that they will wait and see before deciding to decide to vaccinate their children, said Paul Offit, MD, a pediatrician who was a member of the Food and Drug Administration (FDA), which authorized the Emergency Use Authorization (EUA) (Suran, 2021). Finally, in terms of no. of children studying, the data revealed that the most of respondents have 1 child studying in elementary, garnering an average of 58.0%, while 31.3% of the respondents have 2 children studying in elementary.

**Table 2.** Number of schools days in a week

Statements	Mean	Description
I will allow my children if it is twice a week.	2.93	Acceptable
I will allow my children if it is thrice a week.	2.75	Acceptable

I will allow my children if it is 4 days a week. 2.63 Acceptable

I will allow my children if it is 5 days a week. 3 Acceptable

Legend: 3.26-4.00 Highly Acceptable; 2.51-3.25 Acceptable; 1.76-2.50 Unacceptable; 1.00-1.75 Highly Unacceptable

Table 2 shows the respondents' level of acceptability on the number of school days in a week with the highest mean of 3. It means that parents prefer to send their children to school for 5 days a week. Based on the result, most of the parent's acceptable is 5 days a week and the least preferred is 4 days a week. This is similar to the claim of Charlotte Synder that even though they are unable to properly express their feelings, children share our feelings about inconsistency. Coming to school five days a week gives children the most consistency and regularity, which we believe is critical for robust development at this early age (Synder, 2022).

**Table 3.** Number of school hours spent per day

Statements	Mean	Description
I will allow my children to attend face-to-face classes if they will spend 2 to 3 hours per day.	2.97	Acceptable
I will allow my children to attend face-to-face classes if they will spend half-day.	3.25	Acceptable

Legend: 3.26-4.00 Highly Acceptable; 2.51-3.25 Acceptable; 1.76-2.50 Unacceptable; 1.00-1.75 Highly Unacceptable

Table 3 shows the respondent's level of acceptability to spend half-day of the number of school hours spent per day with the highest mean of 3.25. It means that parents prefer to send their children if it is half a day. Based on the result, most of the parents acceptable the half-day and the least is 2 to 3 hours per day. According to a Department of Education official, students would only attend a half-day session in school in the proposed face-to-face classes trial implementation. DepEd wants the children to attend the children half-day and have their meals, and their lunch at home rather than at school to avoid the transmission of the COVID-19 virus while taking their meals (Maila Ager, 2021).

**Table 4.** Required number of students inside the classroom

Statements	Mean	Description
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I will allow my children to attend face-to-face classes if the number of the children inside the classroom does not exceed from 12 learners/students or lesser.	3.67	Highly Acceptable	I will allow my children to attend face-to-face classes I need to wake up early	3.46	Always prepared
			I will allow my children to attend face-to-face classes I need to prepare his/her breakfast.	3.49	Always prepared
I will allow my children to attend face-to-face classes if the number of the children inside the classroom does not exceed from 16 learners/students or lesser.	2.87	Acceptable	I will allow my children to attend face-to-face classes I need to prepare his/her clothes.	3.47	Always prepared
			I will allow my children to attend face-to-face classes I need to prepare his/her snacks.	3.46	Always prepared
I will allow my children to attend face-to-face classes if the number of the children inside the classroom does not exceed from 20 learners/students or lesser.	2.06	Unacceptable	<b>Total</b>	<b>3.47</b>	Always prepared

Legend: 3.26-4.00 Always prepared; 2.51-3.25 Somewhat prepared; 1.76-2.50 Slightly prepared; 1.00-1.75 Unprepared

Legend: 3.26-4.00 Highly Acceptable; 2.51-3.25 Acceptable; 1.76-2.50 Unacceptable; 1.00-1.75 Highly Unacceptable

Reflected in Table 4 are the results for the level of parents' acceptability in the implementation of limited face-to-face classes. The results show that the respondents are highly acceptable in the number of children inside the classroom does not exceed 12 learners/students or lesser with a computed mean of 3.67. They also accept the number of children inside the classroom does not exceed 16 learners/students or lesser. Lastly, parents are unacceptable if the number of children inside the classroom does not exceed 20 learners/students or lesser. Having these results shows that the respondents are highly acceptable that they will allow their children if the number of children inside the classroom does not exceed 12 learners/students or lesser and the least preferred of the respondents is 20 learners/students or lesser. According to the study by Bruhwiler & Blatchford, 2011; Chingos, 2013 The advantages of small class sizes for elementary school students is greatest, and they get better and last longer the longer they are in smaller classes. Early elementary children gain from this experience even when they are in larger courses in middle or upper school (National Council of Teachers of English, 2014).

**Table 5.** Preparing the children to go to school

Statements	Mean	Description
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Table 5 illustrates the results for the respondents on the level of readiness in preparing their children to go to school. Having computed an overall mean of 3.47. Individual details show that the respondents are always prepared if they will allow their children to attend face-to-face classes, they need to wake up early, they need to prepare their children breakfast, prepare their children's clothes, and prepare their children snacks. The results show that all the parents are always prepared for all the necessary needs for their children if they will allow their children to go to school. Early family-centered treatments can close the gap in school readiness by assisting parents in their efforts to foster children's development. Parental involvement is essential to the success of these activities (Shaw et al., 2006). However, many programs continue to struggle with parental involvement (Patterson & Chamberlain, 1994). Additionally, how parents respond to various intervention elements (such as in-person workshops, at-home use of program materials, etc.) and how these factors link to the outcome of the child's preparation for school in different ways (Marti et al., 2018).

**Table 6.** Student's Necessities

Statements	Mean	Description
I will allow my children, I need to buy his/her uniform, shoes, and others needed for face-to-face classes.	3.49	Always prepared
	3.41	Always prepared
I will allow my children; I need to buy his/her school		

supplies for face-to-face classes.		
I will allow my children, I need to buy the things they need for their protection from COVID-19 (Facemask, Alcohol, Soap, Towel/Tissue and Vitamins) for face-to-face classes.	3.53	Always prepared
<b>TOTAL</b>	<b>3.48</b>	<b>Always prepared</b>

Legend: 3.26-4.00 Always prepared; 2.51-3.25 Somewhat prepared; 1.76-2.50 Slightly prepared; 1.00-1.75 Unprepared

Table 6 presents the data of what is the level of readiness of the parents in the students' necessities. The result shows that, generally, the parents are always prepared that they effectively carried out the students' necessities, with an overall computed mean of 3.48. This rating also points out that the parents highly perform their tasks for their children. Even if the items are taken separately, they all fall within the same level of mean rating and have the same interpretation of "Always prepared." If they allow their children in face-to-face classes, they need to buy things they need for protection from COVID-19 with a mean of 3.53. The second highest mean is 3.49 if they will allow their children in face-to-face classes, they need to buy their children uniforms, shoes, and other necessities for face-to-face classes. Lastly, if they will allow their children, they need to buy their children school supplies for face-to-face classes with a mean of 3.53. Based on the result the parents are always prepared in terms of the student's necessities. Aside from they will need to buy/shoes, bags, uniforms, school supplies, or other needs They'll need some new supplies for the students since the pandemic is not over, and the students must bring COVID-19 protection for the safety of the students, teachers will ensure that children can continue their education in a safe and healthy atmosphere. (UNICEF, 2021).

**Table 7.** Transportation

Statements	Mean	Description
I will allow my children in the face-to-face classes I need to consider the distance from home to school.	3.56	Always prepared
If I allow my children in the face-to-face classes I need to consider /her mode of transportation	3.42	Always prepared
If I don't have any means of private transportation, I	3.22	Prepared

still need to provide for their school service		
<b>TOTAL</b>	<b>3.40</b>	<b>Always prepared</b>

Legend: 3.26-4.00 Always prepared; 2.51-3.25 Somewhat prepared; 1.76-2.50 Slightly prepared; 1.00-1.75 Unprepared

Table 7 demonstrates the preference of the respondents for the level of readiness for face-to-face classes concerning their children's transportation. Reflected as a whole, transportation as a level of their readiness in the face-to-face class shows that the level of parents about the conduct of limited face-to-face classes is always prepared and prepared that they need to consider the distance from home to school garnering a computed average mean of 3.56. Results show that in all the statements given, the parents always prepared and prepared. In line with this, they are always prepared to consider their children's mode of transportation. They must consider the transportation needs of their children if they allow attending face-to-face classes. Moreover, respondents are prepared to provide for their children's school service. Further, despite having the lowest mean of 3.22 respectively, they are always prepared to consider the distance from home to school. Education is important to the development of a country, so every country has endeavored to make it accessible to all. However, these efforts vary from country to country (Getachew, 2018). In developing countries like the Philippines, poor quality of education is associated with a variety of factors, including schools and communities (Saeed, 2003). The population that schools serve and the distance that students have to travel each day is one of the key aspects that the government must consider when building a school (Duze, 2010). School distance is often an issue for students in rural areas where the people living in the area are far from each other since their houses are far from school to every day to get to school. There are two modes that students can use to go to school, such as passive mode and active mode. Traveling in passive mode refers to transportation by car, and active mode refers to walking or cycling (Baliyan & Khama, 2020). The passive student movement is not always applicable in mountainous areas with little road infrastructure. (Duze, 2010; Thomas, 2016) This leads to a long walk to school. Walking over 1 km is considered a long-distance walk for students. Students attending school in this situation can suffer from the negative effects of long walks (Peteros et al., 2022).

**Comparative Analysis of Demographic Profile as to the Acceptability of parents on limited face to face Classes**

Variab les	Catego ries	Me an	T- Valu e	P- Valu e	Inte rpr etat ion	Decisio n
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Sex	Between Groups	1	0.058	0.728	Not significant	Accept H <sub>0</sub>
	Within Groups	110	0.479			
	Total	111				
Age	Between Groups	2	0.252	0.593	Not significant	Accept H <sub>0</sub>
	Within Groups	109	0.497			
	Total	111				
Financial Status	Between Groups	4	0.806	0.146	Not significant	Accept H <sub>0</sub>
	Within Groups	107	0.463			
	Total	111				
Parents' Vaccination Status	Between Groups	3	0.992	0.098	Not significant	Accept H <sub>0</sub>
	Within Groups	108	0.461			
	Total	111				
Children's Vaccination Status	Between Groups	2	0.165	0.711	Not significant	Accept H <sub>0</sub>
	Within Groups	109	0.481			
	Total	111				
Number of Children Studying	Between Groups	3	0.241	0.682	Not significant	Accept H <sub>0</sub>
	Within Groups	108	0.482			
	Total	111				

Based on the results, the variables of demographic profile have no significant difference in terms of parents' acceptability on limited face to face classes. Therefore, the results lead to the acceptance of null hypothesis that there is no significant difference between the demographic profile of respondents and parents' acceptability.

#### Comparative Analysis of Demographic Profile as to the Readiness of parents on limited face to face classes.

Variables	Sum of Squares	Df	Mean Square	p-v	Interpretation	Decision
Age	Between Groups	2	0.413	0.416		

Sex	Within Groups	109	0.467	0.074	Not significant	Accept H <sub>0</sub>
	Total	111				
	Between Groups	1	1.487			
Parents' Vaccination Status	Within Groups	110	0.457	0.467	Not significant	Accept H <sub>0</sub>
	Total	111				
	Between Groups	3	0.393			
Children's Vaccination Status	Within Groups	108	0.469	0.890	Not significant	Accept H <sub>0</sub>
	Total	111				
	Between Groups	2	0.056			
Number of Children Studying	Within Groups	109	0.474	0.172	Not significant	Accept H <sub>0</sub>
	Total	111				
	Between Groups	3	0.776			

Based on the results, the variables of demographic profile have no significant difference in terms of parents' readiness on limited face to face classes. Therefore, the results lead to the acceptance of null hypothesis that there is no significant difference between the demographic profile of respondents and parents' readiness.

#### Reasons for the hesitation of the parents

##### 1. Fear of Probable COVID 19 Infection

##### 1.1 Fear of COVID-19 and getting sick

Most parents were hesitant to send their children to school because of the covid-19, according to the qualitative assessment. The fear of covid 19 cannot be removed from them since this Covid-19 is not done. The case of COVID-19 slowly decreased but there is still a possibility to infect their children. They are scared of their child getting sick when they allow their children in face-to-face classes. They were concerned about their child's health due to the possible threat of contracting the virus.

The period of the pandemic has changed people's behavior and instilled fear in many, as they perceive an



increased chance of being ill, particularly if the number of infected people has increased or a family member became ill or died after contracting COVID-19 (Cerde & Garcia2021). The coronavirus causes more concern among parents and children than academics (Dangor, 2021). According to a survey conducted by North Carolina State University in collaboration with Project Play at the Aspen Institute, Utah State University, and George Mason University, 59% of African American parents are concerned that their child will become sick. As parents who attend activities, they are also concerned about their health: 56% believe they will become sick. 50 percent of parents are concerned that their child will become sick, and 46% are concerned that they will become ill (Solomon, 2020).

*Scared of Covid. Get sick. They were afraid of getting sick— P<sub>1</sub>*

*As a parent, although the situation is now more relaxed than before, I am still worried about my child's welfare, especially since the covid has not really ended, which is still being experienced by some – P<sub>9</sub>*

### 1.2 Children with Comorbidity Conditions

Based on the researcher's interview, some parents why don't allow their children because of comorbid conditions like asthma, they don't want to risk their health to attend face-to-face classes because they are severely infected in COVID-19.

The best way to protect children and schools from COVID-19 is a hotly debated topic across the nation, according to Antoon. "Some children are at a higher risk of contracting a more serious disease, and many of them are not yet eligible for COVID vaccination (McNemar, 2021). In addition, COVID-19 was found in 5.1 percent of children with comorbidities and 0.2 percent of children without. A random-effects study found that children with comorbidities have a higher chance of severe COVID-19 than healthy children (Tsankov et al., 2020).

*There are still doubts about the possibilities of covid 19 and my child has a history of asthma, so I chose not to associate my child with others first.) – P<sub>10</sub>*

### 1.3 Unvaccinated Child/ Children

Based on the result of our data gathering in terms of students' vaccination, 57 out of 112 students are not yet vaccinated with 50.9%. In conclusion, some parents didn't allow their children to go back to school because their child/children are not yet vaccinated, they allowed their children to attend if they are vaccinated. At some point, they are afraid to vaccinate their children because they are not sure what are the side effects that experience their children once they receive the vaccine.

Vaccines are an important part of the COVID-19 fight. They are extremely effective at reducing severe illness and hospitalization, as well as saving lives. Dr. Abeyasinghe stated, "We must continue to push for equitable vaccine distribution." (World Health Organization, 2021). Contrarily, through in-depth interviews with parents and a survey of over 600 people in Malabon City, Metro Manila, and Sarangani Province, southern Mindanao, four major obstacles to vaccination were discovered: fear and mistrust of the COVID-19 vaccines, underestimating the severity of the virus, protracted wait times, and uncertainty about vaccine availability (United Nations Office for the Coordination of Humanitarian Affairs, 2022).

*Because my child hasn't been fully vaccinated yet and I'm afraid he'll get the virus) -P<sub>4</sub>*

*Because my child is not yet vaccinated, and they were just few in school.) – P<sub>2</sub>*

*My child is not yet vaccinated, actually I will allow my child to attend face-to-face but the reason is that my child is not yet vaccinated. – P<sub>3</sub>*

## 2. Susceptibility to Sickness

### 2.1 Prone to Sickness

Parents are one of the numerous reasons why students are unable to attend this upcoming face-to-face class because they are prone to sickness. Parents are hesitant about their children's health.

According to a survey conducted by North Carolina State University in collaboration with Project Play at the Aspen Institute, Utah State University, and George Mason University, 59% of African American parents are concerned that their child will become sick. As parents who attend activities, they are also concerned about their health: 56% believe they will become sick. 50 percent of parents are concerned that their child will become sick, and 46% are concerned that they will become ill (Solomon, 2020). Moreover, it was revealed in this study that most of the parents are worried about the student's existing disease, it might trigger their disease that can cause more serious problems. "The body's level of immunity is tied to how well-nourished and toughened the youngster is, as well as the environment to which he or she is exposed – if the environment is polluted or the family smokes, for example." This has an impact on nonspecific immunity. When people live in a polluted environment, their primary defenses are weakened, making it easier for bacteria and viruses to infiltrate the body. When the body is exposed to cold and is not resilient enough, it becomes more susceptible to infection. The next step is to see if the body has a weakened particular immunity, such as antiviral or antibody-related immunity. According to Doctor Petr áek, "the remedy lies in providing follow-up assistance and administering the necessary prescription." (Canadian Medical, 2016)

*The reason why I do not allow my child to attend face-to-face because my child is too thin and my child is prone to sickness. – P<sub>7</sub>*

### 3. Vaccination Hesitancy

#### 3.1 Vaccination Hesitancy

Based on the findings 9 out of 112 parents are not yet vaccinated with 8.0%. As the data provided by the researcher, there are still parents who are still hesitant about the vaccine. That's why some children are still not yet vaccinated because their parents are not allowing them to be vaccinated. The side effects of the vaccine may be the reason why parents are hesitant to vaccinate their children. Parents are concerned that their kids will suffer bad reactions to vaccinations. Childhood vaccinations can help to prevent some life-threatening diseases, as well as help people live longer and live better. Many children, on the other hand, are not vaccinated because their parents are concerned about vaccination safety and efficacy.

If a sufficient fraction of the population accepts the COVID-19 vaccination, it could be a crucial tool for controlling the pandemic's progress. (Brandstetter et al., 2021). In contrast, parents frequently express fear of side effects as a reason for not vaccinating their children, as seen in Liberia 7, Somalia 24, and Armenia 43. In some situations, parents avoided immunizations for younger children because an older sibling or acquaintance's child suffered side effects (Favin et al., 2012). Despite the development and approval of safe and effective vaccines for adults, substantial problems remain, such as ensuring universal access to vaccines and some people's reluctance to vaccinate (Brandstetter et al., 2021). As a result, vaccine hesitancy is one of the major health concerns worldwide (Szilagyi et al., 2021).

*I want to allow my child but the policy of the DepEd is no vaccination nor face-to-face. I haven't yet allowed my child to be vaccinated because my child is too young. – P<sub>6</sub>*

### 4. Concerns on Child/ Children's Immunity

#### 4.1 Perceived Weak Immune System of their Child/Children

A Weak Immune System is still one of the factors why some parents do not allow their children to attend the face-to-face class setting. It is because some parents until now have been afraid about the health of their children.

A trend that has perplexed experts is the fact that only a tiny portion of COVID-19 infections occur in young infants. Now, a rising body of evidence points to the reason for this: children's immune systems appear to be more capable of eradicating SARS-CoV-2 than do adults. Children according to Donna Farber, an immunologist at Columbia University in New York City, are "very well adapted to respond and very well equipped to respond to new viruses."

Children are more likely to have a mild or asymptomatic sickness even when they have SARS-CoV-2 infection<sup>2</sup>. These children's immune systems "mount a defense" against the virus, according to immunologist Melanie Neeland, who researched the household at Melbourne, Australia's Murdoch Children's Research Institute. Before it has an opportunity to multiply to the point where it tests positive on the swab diagnostic test, this very quick and effective immune reaction knocks it off (Nogrady, 2020).

*First of all, my child has not been vaccinated yet. When my child is vaccinated with the full dose, I will allow my child to go face-to-face, and I will strengthen his body first so that my child has resistance to any disease that my child may get at school– P<sub>11</sub>*

### Factors affect the parents' readiness

#### 1. Financial Concerns

##### 1.1 Insufficient Income

The finding revealed that 72 out of 112 parents' monthly income is less than 10,957 garnering an average of 64.3%. Therefore, qualitative viewpoints state that some parents' reasons to not allow their children back to school because of financial constraints. Since only one works for them, the money they earn is for their daily expenses. We all know at school they need to buy school supplies, sometimes there are other projects to accomplish that need to be bought. Pandemic has a big impact on us, especially on finances.

According to a study, one of the biggest effects of COVID-19 is the income of the people in the country. Almost all people lose a job or close a business, that's why some parents affect their decision to allow their children in face-to-face classes (Han et al., 2020).

*Of course, I will take care of them and I need to prioritize what my child needs at school. I need to buy that. Sometimes I don't have any income I cannot afford to buy the things they need in school and since I'm just a housewife and my husband is the only one who works for the family so, sometimes it just exacts for the family and sometimes it's still short for the family) – P<sub>1</sub>*

#### 2. Concerns on Children's Level of Immunity

##### 2.1 Perceived weak immunity of Children

Parents refused to vaccinate their children because of their children's immune systems. They want to strengthen their children's immune systems before they vaccinate their children.

People's behavioral immune systems are thought to be psychological adaptations that keep them healthy. According to research, the contemporary atmosphere may encourage attitudes that harm one's health, including greater

vaccine hesitancy. In three studies, we investigated the relationship between intentions to obtain COVID-19 and influenza vaccination during the pandemic and germ aversion (aversion to potential pathogen transmission) and perceived infectability (aversion to disease susceptibility). High germ aversion individuals were not more likely to respond negatively to vaccination as a contamination cue in the current investigation. The overall results of the study, however, indicated that persons who were marginally more inclined to accept vaccinations and thereby protect themselves against illness were those who were more afraid of germs during the epidemic. Before the epidemic, germ aversion did not predict vaccination intentions. The link between vaccination and behavioral immune response is likely moderated by the current heightened risk of sickness. Data on perceived infectiousness supported the behavioral immune system idea, showing that people who thought they were more prone to illnesses were just slightly more inclined to get immunized (Karlsson et al., 2021).

*Because my child's body is still weak, I don't want my child to be vaccinated yet, I want to strengthen his body first. - P<sub>7</sub>*

## 2.2 Children with Cases of Comorbid Conditions

Some parents the reason why their children do not allow their children to attend face-to-face classes is that they are concerned about their conditions and since they have conditions parents are worried about an attack of asthma while inside the classroom.

The COVID-19 epidemic could be causing much more alarm and fear. According to the Centers for Disease Control and Prevention (CDC), people with moderate to severe asthma may be at a higher risk of experiencing a more serious condition. COVID-19 has the potential to irritate the respiratory tract, triggering an asthma attack, and lead to pneumonia and respiratory illness (Yenduri, 2022). If their child has asthma, many parents are concerned if COVID-19, which affects the lungs, raises further problems (Ansah & Rosser, 2022).

*Actually, it is because of my child's health my child has a history of asthma and if my child is in school no one will take care of my child it is better if my child is in the house to prevent her from getting tired that could cause my child asthma. - P<sub>10</sub>*

## 3. Children's Vaccination Status

### 3.1 Unvaccinated Child/ Children

Parents allow their children to attend face-to-face classes, but the problem is their children are not yet vaccinated.

Children who are not vaccinated can spread diseases that can be prevented through vaccination at school and in the

community. Babies who are too young to receive a full course of immunization can contract an infection from unvaccinated children. Any age group that cannot receive vaccinations due to medical conditions can be infected by unvaccinated children. Vaccines were created to defend individuals from serious and often deadly illnesses. These diseases are still a danger. Vaccines offer a secure and efficient defense (Immunization Action Coalition, 2020).

*There is no such thing, my child is not yet vaccinated. I'm ready to cook for my child... that is not my reason and the school will not accept my child if they are not yet vaccinated.) - P<sub>2</sub>*

Honestly, my reason is because my child is not fully vaccinated, and the distance from the school to our house is not a problem because it is too close to our house.) – P<sub>11</sub>

I'm not busy, I have time because my youngest child is fully vaccinated so I allow her in face-to-face. My real reason is that my child is fully vaccinated so I didn't allow my child. But I'm ready. – P<sub>4</sub>

### 3.2 Conflict of Priority Between Vaccination and Work

Some parents said, adding that they would rather have their children stay home for blended learning. Some of them said why didn't send their children to school because they are busy at work and they don't have extra time.

Working parents, particularly working women, faced even greater issues with the emergence of Covid-19, the consequent transition to remote employment, and the economic collapse that followed. Working parents' attention is required for more than just day-to-day childcare. For many, it's the desire to take on a new position as a homeschool teacher (Stahl, 2021).

*I am a busy person, and I am only available in the afternoon. The first reason is vaccination. I don't want him to get vaccinated. Second, I have no one to take care of my child. If only I have someone who would watch over him there would be no problem with me letting him go to school. My wife and I are working because we pay for a house. I get paid, and she gets paid. Those are the only problems, the schedule and vaccine case. It has been implemented here that no vaccine no entry) – P<sub>6</sub>*

*Being busy with work so I can't take care of my child too much, and I choose my child's safety first, and my child hasn't been vaccinated yet. The income and the distance from the school to home are not a problem.) – P<sub>8</sub>*

## 4. Agitations toward virus

### 4.1 Fear of the virus

Agitations towards virus Fear of the virus Still one of the factors why some parents do not allow their children to attend face-to-face classes is agitation toward the virus. Some

parents now are afraid of coronavirus they do not want to consider for their safety.

The COVID-19 pandemic, according to the study, has produced additional stressors that may be causing agitation symptoms. As a result of the precautions needed to stop viral transmission, it has also increased personal hazards for emergency room employees while introducing additional restrictions to correctly and effectively control agitation. Additional measures for early detection, treatment of underlying causes of agitation, precautions to reduce staff hazards, coordination with security and psychiatric services, avoidance of coercive tactics that cause respiratory depression, and other measures will help to reduce the increased risks to safety brought on by this outbreak (Ambrose H. Wong, MD, et al. 2020). The worry of getting COVID-19 has been referred to as "fear of COVID-19" and "corona phobia" by researchers (Ahorsu et al., 2020; Mertens et al., 2020). (Asmundson and Taylor, 2020). Fear may become more palpable as the consensus that COVID-19 is an endemic spread (BBC, 2020b; Kissler et al., 2020) and living with the coronavirus while taking ongoing precautions becomes the new normal (Tanner, 2020). Every element of life is impacted by COVID-19, and there is clear, many, and varied risk factors than in prior pandemics. Because of this, dread may include concerns other than being sick or dying from the virus, such as facing financial hardship and spreading the infection (Yoon, 2020). 2020 (Wong et al.)

*Virus, of course, the income it is a public school I can support my child needs and the school is just walking distance. – P<sub>3</sub>*

## 5. Pandemic – Accustomed Habits toward schooling

### 5.1 Accustomed habits as a result of the pandemic

Qualitative review state that some parents affect their decision to send back their children to school because their children are accustomed to their daily routine/activities, since the pandemic and the education system is temporarily closed so most of the children stay at home and do their things that's why some parents did not allow their children to attend face-to-face classes.

According to a study some children want to sleep and wake up whenever they want and spend their time as they want. The remainder of the time is spent watching cartoons and playing video games. (Bhamani, et al. 2020).

*Maybe because my child is used to waking up late because there's no face-to-face, – P<sub>5</sub>*

## SUMMARY, CONCLUSION AND RECOMMENDATION

### Summary

This research explored the level of parents' acceptability and readiness for face-to-face classes. This study utilized an explanatory sequential research approach as a research design in determining the significant difference in the demographic profiles and acceptability and readiness in face-to-face classes and their level of acceptability and readiness in allowing their children in face-to-face classes through the use of descriptive statistics and data analysis. The respondents of the study were 112 parents.

Random sampling was utilized to determine the respondents. In line with this, the respondents came from the three (3) Elementary Schools in the Division of Pampanga.

The survey questions created by the researchers were utilized to collect data. To validate the questionnaire, the researchers consulted three (3) experts in the field to validate the questionnaires.

The instruments used to collect data were researchers made survey questionnaires. The researchers consulted three (3) experts in the field to validate the questionnaire. This was submitted to the researcher's adviser for necessary corrections. To check for validity and reliability, the questionnaire was pilot tested with 52 parents from various schools to ensure its validity and reliability. The reliability statistics revealed that the questionnaire was reliable and has a good internal consistency.

In analyzing and presenting the data, varied statistical tools were utilized such as frequency and percentage distribution, means, standard deviation, and analysis of variance (One-way ANOVA). Furthermore, the data were evaluated and interpreted depending on the conclusions obtained after the data was analyzed.

### Conclusion

Based on the research's results, conclusions, review of related literature, and studies, the following conclusions were made:

1. The researchers concluded that the age range of the female parents between the age of 31 to 40 with a monthly income of less than 10000 agreed to let their children join the face-to-face class. However, there is a condition that the parents prefer in letting their children attend a face-to-face class. It is also concluded by the researchers that most of the parents are vaccinated with one child and agreed on having face-to-face classes, however, most of the children haven't been vaccinated yet and some of them are not being allowed by their parents to be vaccinated at all.

2. Based on the data gathered, regarding the number of school days a week, most of the parents agreed 5 days a week to attend their children in face-to-face classes.

3. In terms of the number of school hours spent per day, most parents agreed to let their children attend a half day in school.

4. Based on the results, most of the parents strongly agreed that the required number of students inside the classroom does not exceed 12 learners/students or lesser.

5. As per the data collected, the parents' preference in preparing the children to go to school resulted strongly in agreement. Showing that they strongly agreed with all statements included in this factor.

6. Based on the data gathered, the parents' preference for students' necessities resulted strongly in agreement. Showing that they strongly agreed with all statements included in this factor.

7. Based on the results, the researcher concluded that most of the parents strongly agreed in terms of transportation.

8. The results of ANOVA showed there is no significant relationship between the acceptability and readiness of parents and demographic profiles.

9. The findings revealed why some parents fear the COVID-19 and get sick of their children. That's why they don't want to send their children to school, they know that physical encounters with other children, such as shaking hands and hugging, have a possibility of infecting them. Parents are afraid that the pandemic is still ongoing, and that the virus is still there. Parents expressed their fear about the virus that their children infect.

10. Because of comorbidity conditions some parents did not allow their children to attend face-to-face classes, they want to protect their children from COVID-19.

11. Parents did not allow their children because they are not yet vaccinated. They want to ensure their children do not get vaccinated because they are not sure what will happen to their children if they receive the vaccine.

12. Why some parents did not allow their children to attend face-to-face classes because they are prone to sickness.

13. Parents' reason why they are hesitant to vaccinate their children is that they are afraid of the side effects that might be encountered by their children.

14. Parents continue to be concerned that the virus is still present and that the pandemic is still going on. It is because a child's body is weak and some parents until now are afraid about the health of their children.

15. The study findings revealed why the parents don't want to send their children to school, it is because the pandemic brought many negative effects and negative impacts to many, some experienced financial crises because of the limited

chance to work, and some their business started to fail. Some didn't allow their child to participate in face-to-face classes because they cannot cater to the needs of their child like a uniform.

16. Parents don't want to vaccinate their children because their immune system is weak. They want to strengthen their immune system after that they will be allowed to vaccinate their children and attend face-to-face classes.

17. Parents didn't allow their children because of health conditions like asthma. They rather choose to allow their students to be in their house than to attend a face-to-face class to make sure they can easily monitor their children and lessen the chance of having the virus.

18. Some parents did not allow their children to attend face-to-face classes because they are not yet vaccinated, they want to allow their children to attend face-to-face but their children are not yet vaccinated.

19. The main reasons why parents don't allow them to participate in a face-to-face class setting is because they are busy with their work, sometimes their time or schedule doesn't meet the schedule of their child that's why they cannot prepare the things needed for their child/children to attend a face-to-face class. Sometimes children have a morning or afternoon schedule, like the 1-week morning schedule, and 1-week afternoon schedule which was approved by the DepEd.

20. Some parents are not yet ready to send their children back to school because they are afraid of the virus infecting their children.

21. Lastly, findings revealed that most parents reason that their children are accustomed to what they are doing every day that's why their children do not attend face-to-face classes.

### Recommendation

Given the arrived conclusions, the following recommendations are proposed:

- For the Government in the mode of transportation for the children, we recommend that they can give bicycles to the poorest families that cannot afford to give private transportation for their children.

- For the School, Teachers, and the Department of Education as the result, in the data provided that the parents will allow their children to attend face-to-face classes if the number of days that the children will spend 5 days and the number of students in the classroom does not exceed to 12 learners/students or lesser. They still need to limit it as the parents want and they still need to adhere to health protocols for the safety of children. The data gathered in the hours that

the children spend in school where parents strongly agreed is the half day if this is implemented, shifting classes can be given to the children in the morning and the afternoon.

- For the parents, if they want their children to attend face-to-face classes, they need to allow their children to be vaccinated for the safety of their children. Assure parents that their children are safe in the school and follow the protocols inside the classroom. The vaccine is safe for children and it is proven and tested.

- To those people who are the local officials they need to provide more information about the vaccine so that parents can better understand the importance of the vaccine, what are its benefits to their children so that they can allow their children to be vaccinated and the parents mind will be clear if they are aware of the vaccine. Future research on the topic undoubtedly deserves greater attention.

- Additionally, future researchers may conduct more local studies regarding the parents' acceptance and readiness for the face-to-face classes to expand the study. Further, other variables such as parents' conditions before allowing their children in the limited face-to-face classes for in-depth research and review.

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