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BACK TO SCHOOL: STUDENTS' WILLINGNESS TO ATTEND FACE-TO-FACE CLASSES IN THE NEW NORMAL EDUCATION SYSTEM

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ABSTRACT

This research sought to find the level of students' willingness to attend face-to-face classes in the new normal education system. The respondents of this study were 1,551 students of BPSU during the academic year 2021-2022. This study is quantitative research; thus, it uses a descriptive method of research design and fact-finding inquiry to assess and explain the relationship between the respondents' profiles and their willingness to attend face-to-face classes. Since this study was conducted during the pandemic, the researcher used Google Forms to gather data. The results of this study showed that students are much more willing to attend face-to-face classes in the new normal education system. There is a significant relationship between respondents' profiles in terms of COVID-19 vaccination, health comorbidities, experience in online classes, self-test anxiety, and their willingness to attend face-to-face classes in the new normal education system. Academic leaders would do well to understand student decisions, and their humanistic learnings must be judged concerning students' possession of the interests and beliefs that the respective academics in new normal environments seek to reinforce and reward at the time students enter face-to-face classes in the new normal education system.

Keywords: Willingness, Face-to-face Classes, New Normal Education System, COVID-19 Pandemic

INTRODUCTION

It is undeniable that when the COVID-19 pandemic hit, one of the most affected sectors worldwide was the education system. Life during the pandemic has been difficult for universities. Colleges and universities planned catch-up lessons to help students regain momentum. Schools implemented a "new normal" education system, blending classroom instruction with remote education through modules and online learning. However, in the Philippines, education has remained purely online. This has been challenging due to the country's internet issues, as not all students can afford the high cost of a reliable connection. In addition, internet stability is problematic, and the lack of a teacher's physical presence in the learning process further complicates matters.

Given the difficulties and variations across the country, educational institutions are at different stages regarding how and when they plan to reopen schools. These decisions are typically made by national governments, often in consultation with local authorities. When deciding whether to reopen schools, authorities should consider the benefits and risks across educational, public health, and socio-economic factors in the local context. The return to

school is an important and hopefully welcome step, although schools, parents, and students will likely have many questions.

The COVID-19 pandemic has also had a severe impact on higher education, as universities closed and countries shut their borders in response to lockdown measures. Although higher education institutions quickly replaced face-to-face lectures with online learning, these closures affected learning, examinations, and the safety and legal status of international students. Most importantly, the crisis raises questions about the value of a university education, which includes networking and social opportunities as well as educational content. To remain relevant, universities need to reinvent their learning environments so that digitalization enhances and complements student-teacher and peer relationships.

The advantages of face-to-face learning in the classroom are undeniable. Face-to-face teaching focuses on several elements, including lectures, capstone projects, team activities, labs, and studios. Teaching is conducted synchronously in a physical environment, meaning that students are traditionally in the same place simultaneously. Traditional classroom learning offers significant benefits, such as direct interaction between students and educators and among the students. Students derive motivation from their teachers and peers and can concentrate more on learning because there are fewer distractions than at home.

Reopening schools and universities will bring benefits to students and the wider economy. Additionally, reopening schools will allow some parents to return to work, offering economic benefits to families. These benefits, however, must be carefully weighed against health risks and the need to mitigate the pandemic's toll. This balance calls for sustained and effective coordination between education and public health authorities at various government levels, enhanced by local participation and autonomy, and tailored responses to the local context. Several steps can be taken to manage the risks and trade-offs, including physical distancing, hygiene protocols, revised personnel, and attendance policies, and staff training on measures to cope with the virus [1].

While community lockdowns aim to minimize COVID-19 transmission, the strict quarantine measures have caused unintended consequences on the mental health of many Filipinos. Studies show that prolonged confinement may provoke depressive symptoms, anxiety, loneliness, pessimism, cognitive decline, and sleep disruptions. Many of these symptom's stem from constant distress over routine activities, lack of opportunities to socialize, absence of emotional support, and uncertainty as the health crisis remains unresolved [2].

In low-income countries, students from underrepresented groups have faced greater challenges due to severe resource and capacity constraints. Moreover, in countries with limited internet access and low broadband capacity, opportunities for online learning have been drastically limited, especially in rural areas. Along with digital gap challenges, colleges and universities in low-income nations have struggled to implement quality distance education programs due to a lack of experienced academics, adequate educational resources, and strong institutional capacity [3].

The debate over whether colleges and universities can reopen safely for the 2021-2022 academic year in the Philippines has been shaped by health and economic factors. Against this backdrop, this study offers a preliminary assessment of students' readiness for face-to-face classes in the new normal education system as schools reopen.

While it is too early to fully assess the multiple effects and consequences of this ongoing health and economic crisis, it is possible to analyze the main challenges it presents and evaluate the range of responses from nations, institutions, and individuals. This study aims to assess, in particular, the hardships encountered by students from underrepresented groups and the effectiveness of policies and measures to protect and support them at both

national and institutional levels [4].

Although many factors influence motivation, instructional strategy has been shown to significantly affect it. In recent years, the researcher has been exploring various teaching strategies to increase student motivation to learn and has examined different types of motivation among various student groups [5]. Motivation can be categorized into intrinsic and extrinsic types. Some authors define a third type, called "amotivation," which is the lack of motivation to succeed in learning [6].

This study provides a preliminary assessment of students' willingness to attend face-to-face classes in the new normal education system in higher education. While it is too early to fully evaluate the impact of the ongoing health and economic crisis, this research will explore the main challenges and assess the range of student responses.

COVID-19 Vaccine

According to a study, stopping a pandemic requires using all available tools [7]. While wearing masks and social distancing help reduce the chance of exposure to the virus or spreading it to others, these measures alone are not enough. Vaccines work with your immune system, preparing it to fight the virus if exposed.

The best protection against COVID-19 is a combination of vaccination and following the Centers for Disease Control (CDC) recommendations to protect yourself and others. Ending the pandemic will halt the growing negative impact on education, the economy, healthcare, and other aspects of a functioning society.

As noted by a study, once fully vaccinated, you can resume many pre-pandemic activities without wearing a mask or staying 6 feet apart, except where federal, state, local, tribal, or territorial laws, regulations, or business guidelines require it [8].

Health Comorbidities

It is understandable to feel some anxiety about receiving a new vaccine. However, although the COVID-19 vaccine was developed and approved more quickly than usual, safety and testing protocols were not compromised to achieve effective results.

According to a study, COVID-19 is highly infectious and can be dangerous, particularly for certain populations, including the elderly and those with underlying medical conditions (comorbidities) [9]. For these groups, natural immunity combined with vaccine-induced immunity is the most effective protection against COVID-19.

A research highlighted that multiple comorbidities are linked to the severity of COVID-19 disease progression, especially cardiovascular conditions [10]. It remains unclear whether this is due to the cardiovascular condition itself or other related comorbidities. Patients with type 2 diabetes also face an increased risk of severe COVID-19 [11].

The CDC recommends that individuals with comorbidities aged 16 to 64 be included in phase 1C of vaccination, following healthcare workers, residents of long-term care facilities, frontline essential workers, and individuals aged 75 and older. Despite extensive global data on COVID-19, the reasons older adults face a significantly increased risk of severe disease are not entirely clear. While age is a risk factor, younger individuals have also developed severe forms of the disease, requiring intensive care or resulting in death [12]. Conversely, healthy aging seems to reduce risk, though decreased immune function and multimorbidity may play a role [13].

Experiences in Online Classes

Technological advances since the 1990s have led to the increased use of web-based tools in distance education. Today, many higher education institutions offer online instruction with integrated web-based tools [14]. According to a report by the Babson Survey Research Group, research noted that "when this report series began in 2002, less than half of all higher education institutions reported online education as critical to their long-term strategy [15]."

A study emphasized that most studies on online programs focus on their technical

aspects, often neglecting students' perceptions [16]. Two studies argue that the growth of online education warrants more research into student satisfaction [17], [18]. In online learning environments, students are expected to take a more active role in their education, and outcomes depend heavily on their attitudes toward online learning [19].

The 2011 National Online Learners Priorities Report by Noel-Levitz stressed that colleges and universities should focus on students' perceptions of online courses to meet expectations. A study also emphasized that student satisfaction, particularly regarding learning experiences and perceived course value, is worthy of further investigation [20].

Despite the significant growth in e-learning, not all contexts guarantee positive outcomes [21]. Some researchers have expressed uncertainty about the transformative power of technology in teaching and learning [22]. Additionally, integrating educational technologies poses challenges concerning student learning.

Self-Test Anxiety

Students with low self-efficacy expectations often lack confidence in their ability to accomplish specific learning tasks, which negatively affects their control expectancy in achievement situations [23]. Empirical studies support this, showing that students with lower self-efficacy report higher levels of test anxiety [24].

While some researchers claim that test anxiety has little effect on performance, others have found a significant relationship between the two linked high anxiety levels to mental and physical malfunctions, which negatively affect personal, social, familial, occupational, and educational performance [25], [26].

In contrast, some studies have found that goal orientation and learning planning reduce test anxiety [27]. Self-testing using flashcard-style methods is more effective than re-reading for simple material [28]. However, students often start self-testing too late and stop prematurely, negatively impacting long-term memory [29].

Face-to-Face Learning

Face-to-face instruction is a well-established teaching medium, with its style and structure refined over centuries. It offers numerous benefits, including real-time interaction and immediate teacher response are often lacking in online instruction [30].

Traditional classroom teaching encourages spontaneous questions and flexible content delivery. Online instruction, by contrast, requires students to wait for responses, which can dampen the learning process [31]. While online teaching may improve over time, face-to-face instructio still provides dynamic learning benefits not found in web-based teaching [32].

Face-to-face instruction also avoids the technical issues that impede online learning, such as poor internet connectivity, which can frustrate students and hinder performance. Additionally, the classroom setting offers more motivation, encouragement, and direction, which can help improve student retention [32].

New Normal Education System

The pandemic has accelerated the transition to a "new normal" in education, marked by digitization and the increased use of technology. A study noted that many institutions had plans to adopt technology in teaching, but the outbreak of COVID-19 forced changes that would have taken months or years to be implemented in just a few days [33].

Digital technologies and economic rationality based on performance have significantly contributed to the commercialization of learning. As physical face-to-face presence transitions to virtual contact, learning spaces have become disembodied, virtual instead of actual, impacting student learning and school organization.

Governments worldwide have issued policies to enforce physical distancing and other health protocols in schools [34] [35]. Students, faculty, and staff are required to wear face masks, maintain physical distancing, and adhere to strict hygienic practices.

To adjust to this new instructional format, teacher training in online instruction, blended learning, and distance learning is essential. Teacher competencies in both pedagogy and technology should be reinforced [36].

Conceptual Framework

The purpose of this study is to measure students' willingness to attend face-to-face The purpose of this study is to measure students' willingness to attend face-to-face classes in the new normal education system. Another purpose is to examine the relationship between students' profiles and their level of willingness to attend face-to-face classes in the new normal education system.

This study used a questionnaire developed and tested by Fortune, Shifflett, and Sibley [37], focusing on leisure learning and social networking: online or face-to-face? The researcher adopted statements related to the learning environment in terms of respondents' experiences in online classes and face-to-face instruction.

To assess respondents' anxiety, the researcher used the GAD-7 screening tool, which helps respondents determine if they might have an anxiety disorder. GAD-7 stands for "generalized anxiety disorder," and the 7 questions in the tool were developed by Drs. Robert L. Spitzer, Janet B. W. Williams, Kurt Kroenke, and colleagues, with an educational grant from Pfizer, Inc.

This framework plays an important role in guiding the entire research process. The input boxes include respondents' profiles, such as COVID-19 vaccination status, comorbidities, experience in online classes, and self-test anxiety, and their effects on students' willingness to attend face-to-face classes in the new normal education system.

The argument for bringing some portion of students back to campus is based on the idea that schools can achieve the dual goals of restarting some form of residential learning while also keeping everyone safe. This approach seeks to balance the risk of COVID-19 spread with the benefits of residential education. Schools following this approach believe that the responsibility to ensure everyone's safety does not necessarily preclude finding a way to resume some form of campus-based operations. Each school will seek to accomplish both safety and educational goals differently, depending on their local conditions, constraints, culture, and resources.

The independent variable is the variable the experimenter manipulates orchanges and is assumed to have a direct effect on the dependent variable. In this study the independent variables of the respondent's profile such as if the student is already vaccinated against COVID-19 if the student has comorbidities, if respondents experienced in online classes, and self-test anxiety are the variables correlated with the dependent variable in terms of students' willingness to attend face-to-face classes in the new normal education system.

Hypothesis

There is no significant relationship between respondents' profile and the students' willingness to attend face-to-face classes in the new normal education system.

METHODS AND TECHNIQUES OF THE STUDY

The study is quantitative research; thus, it uses a correlation method of research design and fact-finding inquiry to assess and explain the relationship between respondents' profiles and students' willingness to attend face-to-face classes in the new normal education system.

The questionnaire consisted of two parts. Part 1 is composed of: 1.1) collecting personal information from students, 1.2) gauging students' perceptions and attitudes regarding their experience in online classes during COVID-19, 1.3) measuring the respondents'

experience in online classes, and 1.4) addressing respondents' self-reported anxiety. Part 2 focuses on the student's willingness to attend face-to-face classes in the new normal education system.

A pilot study was conducted using a survey questionnaire developed and tested in their research on "Leisure Learning and Social Networking: Online or Face-To-Face? [37]" The researcher adopted statements related to the learning environment, specifically in terms of respondents' experiences in online classes and face-to-face instruction.

To measure students' experiences in online classes, the researcher adopted a survey questionnaire developed by from their research on "Students' Perception towards E-Learning during the COVID-19 Pandemic. [38]"

To assess respondents' anxiety, the researcher also adopted the GAD-7 screening tool, which helps respondents determine if they might have an anxiety disorder. GAD-7 stands for "generalized anxiety disorder," and the 7-question tool was developed by Drs. Robert L. Spitzer, Janet B. W. Williams, Kurt Kroenke, and colleagues, with an educational grant from Pfizer, Inc.

For this study, convenience sampling was used to select participants from six campuses of BPSU. This method is often used in preliminary research to get a broad estimate of results without incurring the cost or time required for random sampling. Convenience sampling involves selecting individuals who are most accessible to the researcher. It is the easiest method of sampling because participants are selected based on availability and willingness to take part. While useful results can be obtained, this method is an inexpensive way to gather initial data.

It is important for both the researcher and respondents to fully understand the phenomenon being studied, and respondents must provide informed consent. Participation in answering the questionnaires is vital for the study, and those who did not meet the inclusion criteria were excluded.

Since this study was conducted during the COVID-19 pandemic, the researcher sent a letter of request to school officials at the BPSU campuses via email, seeking permission to conduct the study and to provide the necessary data. After receiving permission, the researcher distributed the questionnaire to respondents using Google Forms via electronic messaging. The ethical undertakings of this research were secured through consent from respondents, and privacy and anonymity were ensured. Fairness in the selection of respondents was upheld to ensure justice in this study. All completed questionnaires and documents were kept strictly confidential.

Inclusion and Exclusion Criteria

Respondents were enrolled students at Bataan Peninsula State University, both regular and irregular. Exclusion criteria included students who lacked access to the internet or were unable to complete the online survey.

Data Gathering Procedure

As this study was conducted during the COVID-19 pandemic, the researcher sent a letter of request via email to school officials at BPSU campuses, seeking permission to conduct the study and access the required data. After permission was granted, the researcher sent the questionnaire to respondents via Google Forms. Ethical considerations were secured through respondent consent, and privacy and anonymity were upheld. Fairness in the selection of respondents was ensured to guarantee justice. All completed questionnaires and documents were kept strictly confidential.

Statistical Treatment of Data

The data gathered through the questionnaire were compiled, carefully tallied, and statistically treated using various statistical tools:

Frequency Count and Percentage: Used to describe the respondents' profiles in terms of COVID-19 vaccination and comorbidities.
Weighted Mean: Used to measure respondents' experiences in online classes, the level of self-reported anxiety, and the level of students' willingness to attend face-to-face classes.
Pearson Product-Moment Correlation Coefficient (Pearson-r): Used to test the correlation between respondents' COVID-19 vaccination status, health comorbidities, online class experience, and level of self-reported anxiety, and their willingness to attend face-to-face classes in the new normal education system. This tool was used to measure the strength of the relationship between variables.

RESULTS AND DISCUSSION

The results were done in the wider context of the literature on students' willingness to attend face-to-face classes in the new normal education system and in relation to the major findings in this study.

Table 1. Frequency and Percentage Distribution of the Factors Affecting the Student's Willingness to Attend Face-to-faceClasses in terms of: Anti COVID-19 Vaccinated and Comorbidities.

	Vaccinated by Covid-19 vaccine	***Percentage***	***Comorbidity***	***Percentage***
Yes	1377	89%	235	15%
No	174	11%	1316	85%
Total	*1551*	*100%*	*1551*	*100%*

As shown in the table, majority of the students had already been vaccinated by COVID-19 vaccine with a frequency of 1,377 (89%). Only 174 (11%) of the students has not yet vaccinated. In terms of comorbidities, the majority of the students had no comorbidities with a frequency of 1,316 (85%) and 235 (15%) of the students had comorbidities.

The data also revealed the majority of the students believed that if they were vaccinated, they were very likely to be protected against the targeted disease, especially Covid-19 virus. But not everyone can be vaccinated like with comorbidities. According to WHO, people with underlying health conditions that weaken their immune systems (such as cancer or HIV) or who have severe allergies to some vaccine components may not be able to get vaccinated with certain vaccines.

Table 2. Weighted Mean Computation Showing the Students Experienced inOnline Classes.

Statements	***WM***	***Description***	***Rank***
1. I feel confident while using an e-learning system	3.52	Agree	6.5
2. I feel confident while operating e-learning functions	3.52	Agree	6.5
3. I feel confident while using online learning content.	3.51	Agree	8
4. I believe e-learning platforms are user-friendly	3.61	Agree	5
5. It would be easy for me to find the necessary information when using an e-learning platform	3.95	Agree	1
6. I believe that using e-learning services can simplify the-learning process	3.49	Agree	9
7. The set-up of the e-learning service is compatible with the way I learn	3.23	No Opinion	10
8. I intend to use e-learning to assist my learning	3.64	Agree	4

9. I intend to use e-learning to get update my subject knowledge with the latest amendments	3.79	Agree	3
10. I intend to use e-learning as an autonomous (free)learning tool	3.81	Agree	2
Overall weighted mean	***3.61***	***Agree***	

Table 2 shows that on the 1st rank with 3.95 weighted mean agreed on the statement 5: (It would be easy for me to find necessary information when using an e-learning platform). The 2nd rank had a weighted mean of 3.81 with corresponding description of agree on statement 10 (I intend to use e-learning as an autonomous (free) learning tool). While statements 1 (I feel confident while using e-learning system), and 2 (I feel confident while operating e-learning functions) tied on rank 6.5 with both weighted mean of 3.52 and with corresponding description of agree. Statement 7 (The set-up of the e-learning service is compatible with the way I learn) placed on the last rank with weighted mean of 3.23 and with corresponding description of no opinion.

All of the statement on table 2 has corresponding description of agree except statement 7 with corresponding description of no opinion. The overall weighted mean of 10 statements on table 2 is 3.61 with corresponding description of agree.

In connection to the Babson Survey Research Group report, a study stated that "when this report series began in 2002, less than one-half of all higher education institutions reported online education was critical to their long-term strategy [15]. It has also connected to a study of according to them, in an online learning environment, students are expected to take a more active approach to their education, and course outcomes depend heavily on students' attitudes towards online learning [19]. Those attitudes have not been assessed at UWS according to the dean of student affairs at the university.

Table 3. Weighted Mean Computation Showing the Students Self-test Anxiety

Over the last 2 weeks, how often have you been bothered by the following problems?	***WM***	***Level of Anxiety***	***Rank***
1. Feeling nervous, anxious or on edge	1.56	Moderate Anxiety	4.5
2. Not being able to stop or control worrying	1.56	Moderate Anxiety	4.5
3. Worrying too much about different things	1.76	Moderate Anxiety	1
4. Trouble relaxing	1.46	Moderate Anxiety	6
5. Being so restless that it's hard to sit still	1.43	Moderate Anxiety	7
6. Becoming easily annoyed or irritable	1.65	Moderate Anxiety	2
7. Feeling afraid, as if something awful might happen	1.61	Moderate Anxiety	3
Overall weighted mean	***1.57***	***Moderate Anxiety***	

Table 3 shows the weighted mean computation of the student's self-test anxiety, and based on table statement 3 (Worrying too much about different things) placed on the 1st rank with WM=1.76 with a level of anxiety of moderate anxiety. Statement 6 (Becoming easily annoyed or irritable) placed on the 2nd rank with WM=1.65 with a level of anxiety of moderate anxiety. Statements 1 (Feeling nervous, anxious, or on edge) and 2 (Not being able to stop or control worrying) tied on rank 4.5 with both WM=1.56 and with both levels of anxiety of moderate anxiety. All of the statements in Table 3 had corresponding levels of anxiety of moderate anxiety with an overall weighted mean of 1.57.

In relevant to the study of Nursing Practice for Psychiatric Disorder-Unit 4, moderate anxiety is the disturbing feeling that something is wrong; the person becomes nervous or agitated. In moderate anxiety, the person can still process information, solve problems, and learn new things with assistance from others. He or she has difficulty concentrating

independently but can be redirected to the topic. For example, the nurse might be giving preoperative instructions to a client who is anxious about the upcoming surgical procedure. As the nurse is teaching, the client's attention wanders but the nurse can regain the client's attention and direct him or her back to the task at hand.

Table 4. Weighted Mean Computation Showing the Students' Level of Willingness to Attend Face-to-Face Classes in the New Normal Education System.

Statements	***WM***	***Level of Willingness***	***Rank***
1. A classroom environment makes it easier for me to communicate with my instructor.	4.23	Very much willing	5.5
2. A classroom environment makes it easier for me to communicate with my classmates.	4.29	Very much willing	1.5
3. Because of the course content, I would rather take this class on-campus than online.	3.92	Much willing	14
4. Being in a class with face-to-face communication would improve my ability to learn.	4.29	Very much willing	1.5
5. Face-to-face instruction would be a better way for me to learn the content/course materials.	4.23	Very much willing	5.5
6. Face-to-face instruction would help me learn more.	4.26	Very much willing	3.5
7. Face-to-face instruction would help me understand the course concepts better.	4.26	Very much willing	3.5
8. I feel comfortable responding to questions presented in the course.	3.88	Much willing	15
9. I would prefer face-to-face instruction.	3.97	Much willing	11.5
10. The course format makes it easier to meet my learning needs.	3.96	Much willing	13
11. The face-to-face learning environment would contribute to my overall satisfaction of the course.	4.13	Much willing	7
12. The learning environment contributes to my overall satisfaction with the course.	4.08	Much willing	8.5
13. The learning environment helps me comprehend the course materials.	4.07	Much willing	10
14. The learning environment helps me to learn course materials better.	4.08	Much willing	8.5
15. The value of the learning environment is the primary reason that I enrolled in this course.	3.97	Much willing	11.5
Overall weighted mean	***4.11***	***Much willing***	

Other ties on the ranking were statements 6 (Face-to-face instruction would help me learn more) and 7 (Face-to-face instruction would help me understand the course concepts better) with both a weighted mean of 4.26 and a corresponding level of willingness of very much willing to attend face-to-face classes. Next are statements 1 (A classroom environment makes it easier for me to communicate with my instructor) and 5 (Face-to-face instruction would be a better way for me to learn the content/course materials) with a weighted mean of

4.23 and corresponding level of willingness of very much willing. The least on ranking is statement 8 (I feel comfortable responding to questions presented in the course) with a weighted mean of 3.88 and with an equivalent level of willingness of much willing. Lastly, the overall weighted mean of 15 statements on Table 4 is 4.11 with a corresponding level of willingness of much willing to attend face-to-faceclasses in the new normal education system.

This is similar to the study of [32]. According to them, face-to-face instruction doesn't rely upon networked systems. In online learning, the student is dependent upon access to an unimpeded Internet connection. If technical problems occur, online students may not be able to communicate, submit assignments, or access study material. This problem, in turn, may frustrate the student, hinder performance, and discourage learning. The classroom setting provides more motivation, encouragement, and direction. Even if a student wanted to quit during the first few weeks of class, he/she may be deterred by the instructor and fellow students. F2F instructors may be able to adjust the structure and teaching style of the class to improve student retention.

Additionally, face-to-face and online learning modes of instruction have similar features [39] contend that face-to-face and online courses have several key teaching factors in common. These include student-student and student-instructor interactions, instructor support and mentoring, lecture/content delivery quality, course content, and social networking tools.

Table 5. Summary Table of the Test of Correlation Between the Student's Personal Profile and the Level of Students' Willingness to Attend Face-to-Face Classes inthe New Normal Education System

Variables	***R-value***	***Level of Correlation***	***Decision***	***Interpretation***
Anti-COVID-19 Vaccinated	0.679**	Moderately positive correlation	Reject Ho	significant
Health Comorbidity	0.476**	Low positive correlation	Reject Ho	significant
Experienced in Online Classes	0.934**	Very high positive correlation	Reject Ho	significant
Self-test Anxiety	0.932**	Very high positive correlation	Reject Ho	significant
**. Correlation is significant at the 0.01 level (2-tailed). N=1551				

The null hypothesis stating that there is no significant relationship between respondents' profile in terms of COVID-19 vaccination and students' willingness to attend face-to-face classes in the new normal education system was rejected.

Based on the statistical computation of the researcher it is gleaned on the table that r yielded a correlation coefficient of 0.679 and was described to have a moderately positive correlation. This means that for every sigma unit increase in the COVID-19 vaccination of the students, there is a corresponding sigma unit increase of 0.321 in the level of student's willingness to attend face-to-face classes in the new normal education system. Gathering the data gives the researcher an idea that COVID-19 vaccination is significantly related to the student's willingness to attend face-to-face classes in the new normal education system.

The result of the study is similar to the theory of [40] a study of Intrinsic and Extrinsic Motivation Theory. This theory is relevant to the present study since student's willingness to learn and attend face-to-face education raises the by acquiring and imparting knowledge and skills by applying Intrinsic and Extrinsic Motivation Theory. The belief is that students have to be highly motivated to face the challenges, understand the process, and be able to apply in real circumstances. This kind of motivation provides a high level of willpower and engagement yet it would not be able to sustain longer than intrinsic

motivation can and is considered prominent and it influences academic achievement

Health Comorbidity

The table shows the relationship between the respondent's health comorbidity and the level of student's willingness to attend face-to-face classes in the new normal education system. Based on the findings of the researcher it is gleaned from the table that r yielded a correlation coefficient of 0.476 and described to have a low positive correlation. Therefore, there is a significant relationship between the student's comorbidity and the level of the student's willingness to attend face-to-face classes in the new normal education system.

Experienced in Online Classes

With regards to the experience of students in online classes, the summary table of the test of correlation between the student's profile in terms of experience in online classes and the level of students' willingness to attend face-to-face classes in the new normal education system shows that there is a very high positive correlation between the variables. It was based on the findings that r = 0.934 correlated at 0.01 level of significance. The null hypothesis that there is no significant relationship between respondents' profiles in terms of experience in online classes and students' willingness to attend face-to-face classes in the new normal education system was rejected.

It is similar to the report of the - 2011 National Online Learners Priorities Report by Noel-Levitz stated that colleges and universities should pay particular attention to their students' perceptions of online courses to offer courses that will meet students' expectations. The report further stated that more studies need to be conducted to assist college and university administrators in meeting student's needs in the online program. Supporting the need for more studies in examining students' perception of online courses, A study stated that "among the attitudinal constructs, student satisfaction, referring to student perceptions of learning experiences and perceived value of a course, may be particularly worthy of investigation [20]".

Additionally, a researcher studied interaction among students in online courses and found that they were not interested in collaborating because the course content was easy to understand [41]. It was also noted that the digital world has made it easy to find information for oneself.

Lastly, in terms of the self-test anxiety of the respondents, the null hypothesis stating that there is no significant relationship between the student's self-test anxiety and the student's willingness to attend face-to-face classes was also rejected. The findings were based on the statistical results as shown in the table that an R-value of 0.932 has a corresponding level of correlation of very high positive correlation and significance at 0.01 level. Therefore, self-test anxiety is significantly related to the level of student's willingness to attend face-to-face classes in the new normal education system.

In the contrary, previous studies reported that the goal orientation approach was negatively associated with test anxiety. The students who were goal-oriented during their studies and had learning planning would become less anxious according to a study [27]. While some researchers state that there is almost no relationship between test anxiety and the learners' performance, others have found a significant relationship between these two constructs [42].

CONCLUSIONS

The conclusions were drawn in the broader context of literature on students' willingness to attend face-to-face classes in the new normal education system and about the major findings of this study.

1. The majority of the students had already been vaccinated against COVID-19, and most had no comorbidities.

2. All statements regarding students' experiences in online classes received a corresponding description of "agree," except for statement seven, which had a description of "no opinion." Overall, the statements were described as "agree."
3. Regarding students' self-reported anxiety, all statements indicated a corresponding level of "moderate anxiety."
4. The statements regarding students' willingness to attend face-to-face classes in the new normal education system indicated a corresponding level of "much willing" to attend.
5. There is a significant relationship between respondents' profiles (in terms of COVID-19 vaccination status, comorbidities, online class experience, and self-reported anxiety) and their willingness to attend face-to-face classes in the new normal education system.

RECOMMENDATIONS

The unprecedented impact of the COVID-19 global outbreak has indeed prompted the need for a strategic plan for the university in the new normal period. This paper presents the level of students' willingness to attend face-to-face classes in this context. The following are the researcher's recommendations based on the findings and conclusions:

1. Although the majority of students have been vaccinated and most have no comorbidities, the school administration must encourage the remaining unvaccinated students to get vaccinated before attending face-to-face classes.
2. Since the majority of students are willing to attend face-to-face classes, the university must be prepared to implement health protocols on campus by the guidelines of the Inter-Agency Task Force (IATF).
3. The school administration and faculty should be lenient toward students, as the study shows they experience moderate levels of anxiety.
4. The school administration must pay extra attention to the respondents' profiles in this study, as these have a significant relationship with students' willingness to attend face-to-face classes. Students should be educated on the dos and don'ts of the new normal education system.
5. Future researchers may use this study as a reference to explore other factors related to students' willingness to attend face-to-face classes.

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