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RESEARCH ARTICLE

STUDENTS' READINESS FOR THE FACE-TO-FACE CLASSES IN JUNIOR AND SENIOR HIGH SCHOOL

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Abstract

Because of the decreasing prevalence of COVID-19, significant changes have been made to the educational system. The concern of face-to-face classes piques students' interest in education. The study's goal was to assess students' readiness for face-to-face classes. A total of 144 student respondents were chosen at random from one of the high schools in the Division of Gingoog City. The study used a survey research design with a demographic profile questionnaire and a 24-item survey questionnaire validated by experts. The data were treated using descriptive and inferential statistics. The findings revealed that students' emotional, physical, and financial readiness was high. There are significant differences in emotional characteristics among students based on their age. Furthermore, physical health was significantly different when classified by gender. However, there are no significant emotional, physical, or financial differences between year levels. As a result, it was clear that students are generally enthusiastic about the face-to-face learning. This could be due to the time when schools were forced to close.

Introduction:-

Because of the COVID-19 pandemic, educational systems have been forced to shift from traditional to flexible learning methods. Teachers and students alike were taken aback by the potential impact on teaching and learning only a few months after the pandemic was announced. Traditional face-to-face training has largely been replaced by digital and online delivery modes, mixed or versatile delivery modes, synchronous or asynchronous delivery modes, or a combination of all of these alternative teaching delivery modes (Cabual, 2021). Modular Distance Learning is one of the alternatives of the Department of Education to uphold its mission and vision to continue to provide quality education to every Filipino learner who is greatly affected by the pandemic (Dangle &Sumaoang, 2020).

Education has become the cornerstone of a country's economic and social progress. It has a significant impact on people's lives. It also possesses significant characteristics that will shape people's futures and enable them to become productive members of society. According to Guansi et al. (2020), education is a learning process in which students learn and acquire knowledge from their teachers and classmates in the classroom. One of education's most important goals is to help people understand themselves. Students must have the knowledge and skills necessary to participate actively as members of society and contribute to the development of shared values and a common identity (Idris et al., 2011).

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Many changes occurred as a result of the Covid-19 pandemic, including disastrous effects on people, families, and communities. Covid-19 had a widespread impact, resulting in the closure of schools and other educational institutions, primarily affecting students of all ages, genders, and year levels. The educational sector has made concerted efforts to keep learning going while the country is under lockdown. This resulted in an abrupt shift in the educational system from face-to-face to blended learning. As a result, the Department of Education developed the Basic Education Learning Continuity Plan (BE-LCP) through DO No. 12, s.2020 in order to fulfill the state's mandate of providing quality education to all. This BE-LCP caters to various learning modalities such as online, modular, and blended learning while focusing on the DepEd's Most Essential Learning Competencies (MELC).

However, this significant shift in the educational system exposed several deficiencies and imbalances in the various educational institutions. Most educational institutions face these challenges because neither their teaching materials nor their employees have been trained to teach in this manner. Students from well-developed families and backgrounds may be able to navigate their way past locked school doors to alternative learning opportunities with the assistance of their parents and elders, but students from impoverished backgrounds and low-income families were frequently shut out when their schools closed.

Modular Distance Learning, or MDL, was the learning mode used at the school where the study was conducted. The majority of teachers observed that students were not keeping up with getting and returning their modules on time. During the teachers' home visits, the majority of the learners complained that they find it difficult to understand the modules on their own and would prefer to have a teacher in front of them to explain the content of the modules.

Because of the pandemic's abrupt changes in the educational landscape, such as the decline in COVID cases, schools are gradually implementing the limited face-to-face. As a result, the researchers carried out the study to determine the students' level of readiness for the limited face-to-face classes in the new normal learning environment. This study sought to answer the following questions:

1. What are the students' demographic characteristics regarding age, gender, and year level?
2. What is the students' level of readiness in limited face-to-face classes in terms of emotional, physical health, and financial?
3. Is there a significant difference in the student's readiness level on limited face-to-face classes when grouped according to profile?

Methodology:-

The data provided includes information on the research design, sampling design, study respondents, research instrument, validation, data collection procedures, and statistical data processing.

Design

The descriptive design was used in this study to gather information about students' readiness for the limited face-to-face classes. According to McCombes (2022), this research design allows for the discovery of traits, frequencies, trends, and classifications of the study's research variables. It is also a quantitative study that analyzes numerical data and employs statistical methods and techniques (Apuke, 2017).

Sampling and Participants of the Study

There were only 144 student-respondents chosen through simple random sampling in this study. This type of sampling allows the researchers to statistically measure a selection of people from a bigger group or population in order to estimate a response from the whole group (Horton, 2022).

Validity and reliability of instrument

In the study, only one set of questionnaires was used. The first section included a demographic profile of the student respondents, including age, gender, and year level. The second component was a researcher-made questionnaire that assessed students' readiness in three categories: emotional, physical, and financial. To assess the instrument's validity, CVI (Content Validity Index) and FVI (Face Validity Index) calculations were performed (Yusoff, 2019). Two Senior Education Program Specialists in Research and one District Supervisor served as validators. The CVI and FVI results were both 1, indicating a high level of indication. Following the completion of the Content Validity, the survey questionnaire was pilot tested with 40 Junior High School students. The reliability of the pilot testing was 0.73 (Cronbach's Alpha), indicating that the questionnaire was acceptable, supporting the notion that 0.6-0.7

indicates an acceptable level of reliability (Ursachi, et al., 2015). Statistics Solutions (2022) also proposed as a general rule of thumb that a Cronbach's alpha of.70 and above is good.

Data collection and ethical considerations

The researchers requested permission from the Superintendent of Gingoog City Schools Division to collect data from the school for this study. Following approval of the letter request, the researchers approached the principal of the identified secondary school and requested permission to conduct the study. The parents were able to sign a letter of agreement and permission for their children to participate in the study as respondents. The questionnaires were distributed to the students in collaboration with their class adviser. The goals of the study were explained to the respondents. It was explained to them that the questionnaire was only for this study, and that any information obtained would be kept strictly confidential and used only for this study. Following the thorough process, it was then administered to student-respondents in face-to-face settings in accordance with the IATF's strict compliance guidelines.

Data Analysis

The researchers used a 4-point Likert scale to calculate the survey score from the questionnaire. The following scoring scale was used to summarize and evaluate the responses of high school student respondents: 1-Disagree/very low, 2-Disagree/low, 3-Agree/high, 4-Strongly Agree/very high. The collected data was then recorded and tabulated in preparation for statistical analysis. Frequency and percentage were used to determine the demographic profile of the respondents. Meanwhile, descriptive statistics were used to determine the level of readiness of the student-respondents for the expanded limited face-to-face classes. Furthermore, the researchers used one-way ANOVA to determine whether there is a significant difference in the student's readiness level in limited face-to-face classes when grouped by profile.

Results And Discussion:-

Table 1 illustrates the demographic features of the respondents in terms of age, gender and year level. This allows the researchers to understand the student-respondents' background information and provide context to analyze the respondents' data better. According to Salkind (2010), Demographic data gives information about research participants and is required to determine whether the people in a study are a representative sample of the target population for generalization purposes.

Table 1:-Frequency Distribution of Demographic characteristics of the respondents in terms of Age, Gender, and Year Level.

Characteristics	Specification	Frequency	Percentage
Age	12-13 years old	35	23.6
	14-15 years old	51	34.5
	16-17 years old	34	23.0
	18-19 years old	28	18.9
	Total	144	100
Gender	Male	63	42.6
	Female	85	57.4
	Total	144	100
Year Level	Grade 7	22	14.9
	Grade 8	48	32.4
	Grade 9	16	10.8
	Grade 10	16	10.8
	Grade 11	21	14.2
	Grade 12	25	16.9
	Total	144	100

According to the data, most respondents are between the ages of 14 and 15, making up 34.5 percent of the whole sample. The second-highest attendance in the survey are those between the ages of 12-13 years' old who are identified as the Grade 7 students, which makes up 23.6 percent; and those whose ages are in 18-19 years old cover 18.9 percent of the overall sample. These are Grade 12 students and most of them are doing part-time jobs while studying and some were not present during the survey, which is why they have the least attendance. When the

pandemic hit, these students were forced to get a part-time job because most of their parents and siblings had lost their jobs, resulting in budgetary constraints. They have to work to sustain their family's financial needs and also to maintain their personal needs. In some cases, other students are also forced to work to support their studies in order to achieve their goals. According to Williams (2014), as cited in the study of Abenoja et al. (2019), students labor for various reasons, including financial necessity, meeting a temporary or fundamental need, and assisting understudies in achieving their long-term goals.

Furthermore, the table shows a slightly balanced distribution according to gender. Female students make up most of the students in this survey, accounting for 57.4% of the total respondents. The remaining students are male, which comprised 42.6% of the total sample. This is because female students have the highest enrollment rate in the school. Regarding studies and maturity, females are more mature and more serious in their studies. They are more focused and goal-oriented. According to studies, female students had a more positive attitude toward school. They were more eager to learn than male students, who were less interested in school and had more negative emotions toward it (Mirahmadizadeh et al., 2020). For many years, the Research Council has strived to promote gender equality in research, gender perspectives in research, and gender basic knowledge (The Research Council of Norway, 2017).

The largest group is the grade 8 students, which accounts for 32.4 percent of the total sample. Grade 12 comprised 16.9 percent. Grade 7 and 11 comes next with 14.9 and 14.2 percent respectively. Lastly, both Grade 9 and Grade 10 comprised 10.8 percent. It is worthy to mention that Grade 8 has the highest percentage because they were the first batch of students for the pilot implementation of the face-to-face classes. Also, many parents attended the GPTA Meeting and signed the consent form which was the main basis for the implementation of the limited face-to-face classes. However, it is also important to note that Grade 9 and Grade 10 were among the lowest percentages because they were the last batch of the implementation of limited face-to-face. Only a few parents responded to the GPTA meeting because most of these students' parents were employed and unable to attend the meeting. According to Wairimu et al. (2016), when parents support their children's basic psychological needs, it will result in their children's positive performance.

The following tables answered problem number two on a student's level of readiness in terms of Emotional; Physical Health; and Financial. Table 2 illustrates the students' level of readiness in terms of emotional aspects. Among the eight indicators of the level of readiness in terms of emotional aspect, it was the item on "I am happy to see my teachers and classmates in school" that has the highest score ($\bar{x}$ = 3.41, SD = 0.85) which is "strongly agree" and had an interpretation of "very high". This further implies that students are excited to meet their classmates, friends and teachers after being stuck in their homes for more than a year. Being with their friends gives them emotional comfort, especially students who have been depressed about the unfortunate events of COVID-19. This upholds the idea of Bali and Liu (2018) that students also need social presence, social interaction, and satisfaction during the teaching-learning process which can boost their learning engagement to achieve positive learning outcomes.

Table 2:- Mean distribution of student's level of readiness in limited face-to-face classes in terms of emotional.

Indicators	Mean	SD	Description	Interpretation
I am comfortable with face-to-face learning with my teacher.	3.36	0.71	Strongly Agree	Very High
I am shy to face my teacher and classmates	2.33	0.85	Disagree	Low
I am confident about the tasks during face-to-face classes	2.93	0.79	Agree	High
I am not excited to be in class during the limited face-to-face classes	1.86	0.86	Disagree	Low
I am happy to see my teachers and classmates in school.	3.41	0.85	Strongly Agree	Very High
I feel inactive to participate during face-to-face classes	2.01	0.83	Disagree	Low
I am more determined to comply with the requirements in school during face-to-face classes.	3.16	0.69	Agree	High
I find it meaningless to attend face-to-	2.22	0.96	Disagree	Low

face classes during this time of pandemic.				
Average	2.66	0.34	Agree	High
Legend: 1.00 – 1.75 Strongly Disagree (1), 1.76 – 2.50 Disagree (2), 2.51 – 3.25 Agree (3), 3.26 - 4.00 Strongly Agree (4)				

It is also good to note that the second highest mean ($\bar{x}$ = 3.36, SD = 0.71) under emotional aspect is "I am comfortable with face-to-face learning with my teacher" which is "strongly agree" and has the interpretation of "very high". This result shows that students are more comfortable to have face-to-face classes with the teacher rather than just having modular distance learning or other learning modality. This must be true because many of the students have been missing the school and are eager to be back to face-to-face learning. Also, with face-to-face learning, it will be easier for the students to communicate with their teacher. This idea was supported with the notion of Stanford researchers (2021) that in-person communication makes our brain happier. This means that when students can interact with others, they feel more engaged and compelled. With face-to-face classes, students will not only feel engaged but also think they are a big part of the success of the teaching-learning process as a whole.

Furthermore, having students physically present at school benefits the teacher because he/she can give instant feedback or assessment to the students' output. Miliszewska (2007) posited in his study that face-to-face learning offers instant feedback from the teachers and accessible communication with fellow students, giving them better motivation to learn.

Moreover, Baker (2010) as cited by Tichavsky et al. (2015) states that interaction, regardless of delivery method, is at the heart of the most effective learning settings, and interaction tends to enhance student motivation. Meanwhile, it is noteworthy to mention the lowest score ($\bar{x}$ = 1.86, SD = 0.86) in this dimension, the item on "I am not excited to be in class during the limited face-to-face classes." This means that the students are excited to have face-to-face classes with their teachers and classmates. For two years of not having face-to-face classes the excitement of the students is evident, and being with their peers and teachers is a different experience.

To sum up this part, the overall mean of all the items on level of readiness in terms of emotional aspects is 2.66, (SD = 0.40), with an interpretation of "High". This means that students are emotionally ready to have face-to-face learning as they agree with most of the items. Being ready emotionally takes a significant impact on a student's level of readiness in academics. Emotional readiness does not only measure the plain emotions of an individual's individual's feelings but also how he/she responds to the needs of others. This implies that positive emotions about school are significantly higher in our survey than negative emotions as supported by Mirahmadizadeh et al. (2020).

Table 3:- Mean distribution of student's level of readiness in limited face-to-face classes in terms of physical health.

Items	Mean	SD	Description	Interpretation
I am physically healthy to attend face-to-face classes.	3.54	0.63	Strongly Agree	Very High
I am not oriented with the proper health protocols to avoid spreading the virus.	1.97	0.88	Disagree	Low
I don't have any existing illnesses or diseases associated with COVID-19 virus.	3.09	0.93	Agree	High
I am not Covid-19 fully vaccinated.	1.51	0.85	Strongly Disagree	Very Low
I know the proper hand washing method.	3.46	0.69	Strongly Agree	Very High
I am not aware of the importance of wearing a face mask properly.	1.81	0.87	Disagree	Low
I will bring my own food and utensils to school in order to avoid acquiring the virus.	3.22	0.88	Agree	High
I know that I am not allowed to go to school when I'm not feeling well.	3.22	0.87	Agree	High
Average	2.73	0.66	Agree	High
Legend: 1.00 – 1.75 Strongly Disagree (1), 1.76 – 2.50 Disagree (2), 2.51 – 3.25 Agree (3), 3.26 - 4.00 Strongly				

Agree (4)

Table 3 illustrates the students' level of readiness in terms of physical health. Among the eight indicators of level of readiness in terms of physical aspect, the item "I am physically healthy to attend face-to-face classes"t has the highest score ($\bar{x}$ = 3.54, SD = 0.63). Students strongly agree that they are healthy enough to attend face-to-face classes. With the constant reminders they hear from their parents, friends and social media they follow truthfully by taking good care of their health and religiously taking their vitamins to boost their immune system. They also strictly followed the health protocols imposed by the government. This is supported with the idea of Paschall et al. (2020), that healthy individual can manage themselves well. Since these students are already in high school, they feel responsible for their health. In this regard, they can manage themselves well and take care of themselves responsibly.

However, three items in this indicator have relatively lower ratings. First, on "I am not oriented with the proper health protocols to avoid spreading the virus ." ($\bar{x}$ = 1.97, SD = 0.88). This indicates that the respondents strongly disagree that they are not oriented with proper health protocols. With the constant reminder at home, from their teachers to take care of themselves, reading healthy protocol signages every time they go to school to get their modules, students are fully aware of the different safety protocols to avoid the virus. And there is also a mandate from the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF) through the Department of Education to strictly follow the given guidelines to avoid acquiring the virus. Thus, the school religiously oriented the parents, especially the students during the General Parent-Teacher Association meeting and class orientation.

Second, is on the item "I am not Covid-19 fully vaccinated" ($\bar{x}$ = 1.51, SD = 0.85). The result shows that the respondents are mostly fully vaccinated as they strongly disagree with the fourth item. However, there are still some students who are not vaccinated yet due to their religious orientation. Some students' parents did not permit them to receive the vaccine because it is not allowed in their religious beliefs. Another reason why some students are not yet vaccinated is because of fears that they will die after receiving the vaccine. But it was highlighted by the department that vaccination is voluntary because the parents are the ones who will decide for their children. Also, students are still encouraged to have their vaccines for their safety.

Lastly, students who are "not aware of the importance of wearing a face mask properly" got a mean of 1.81 (SD = 0.87) interprets very low. According to the findings, respondents understand that wearing a face mask is necessary to avoid the spread of the virus. This may result from the constant reminders given to the students about the importance of wearing a face mask. Students are fully aware of how important it is to wear a facemask to protect others and themselves. Also, students are constantly reminded to wear a facemask before entering the school premises because it is one of the strict requirements that they need to follow.

Also, different strict joint guidelines established by DepEd and the Department of Health (DOH), as well as other protocols established by the Inter-Agency Task Force for Management of Emerging Infectious Diseases (IATF-MEID) should be followed before any schools can start limited face-to-face classes ("DepEd to launch pilot face-to-face classes in selected 120 schools," 2021). All available procedures to limit viral transmission at school are adopted to safeguard the welfare of the students who will be attending face-to-face classes, including proper wearing of face masks ("Reopening schools safely in the Philippines," 2021).

Furthermore, a simulation is conducted to ensure that students understand the importance of wearing a face mask and that it should be performed and followed rigorously. Though wearing a mask may be a new concept for the students, regular reminders will gradually encourage them to follow the health guidelines. In addition, Martinelli et al., (2021), highlighted in his article that wearing face masks is part of personal protective equipment and public health intervention against COVID-19.

Table 4 illustrates the students' level of readiness in terms of financial aspect. The data show that the average mean of all the items on level of readiness is 2.61, (SD = 0.35), with an interpretation of "High".

Table 4:- Mean distribution of student's level of readiness in limited face-to-face classes in terms of of financial.

Items	Mean	SD	Description	Interpretation

My parents are ready financially to send me back to school for f2f classes.	3.42	0.66	Strongly Agree	Very high
My parents cannot afford to buy me necessary personal protective equipment for f2f classes.	1.95	0.85	Disagree	Low
My parents can afford my daily transportation expenses.	2.98	0.7	Agree	High
My parents don't have enough funds to sustain my daily need for the f2f classes.	2.3	0.79	Disagree	Low
My parents can afford to provide me with nutritious food.	3.02	0.85	Agree	High
My parents cannot afford to provide my daily allowance.	2.18	0.82	Disagree	Low
My parents can afford to provide vitamins to boost my immune system.	2.84	0.87	Agree	High
My parents cannot provide me with gadgets like cell phones and other school supplies as a supplemental tool in my studies.	2.21	0.98	Disagree	Low
Average	2.61	0.35	Agree	High
Legend: 1.00 – 1.75 Strongly Disagree (1), 1.76 – 2.50 Disagree (2), 2.51 – 3.25 Agree (3), 3.26 - 4.00 Strongly Agree (4)				

Among the eight indicators of level of readiness in terms of financial aspect, many of the students have parents that "are ready financially to send them back to school for face -to-face learning" ($\bar{x}$ = 3.42, SD = 0.66). This is evident as most of the respondents' parents have work and are very supportive of their children's education. Despite the fact that the pandemic has a significant financial impact on everyone, parents are nevertheless able to give what their children require, particularly the necessary Personal Protective Equipment (PPE).

While the lowest score in this financial indicator is on having parents that "cannot afford to buy necessary personal protective equipment for face-to-face classes" with a mean of 1.95 (SD = 0.85) which interprets as "low". This result shows that the respondents' parents can provide their children with necessary PPE such as facemask and face shield. Although everyone was affected by the pandemic, parents are still supportive of their children's basic needs, especially the PPE, which is one of the top priority requirements in limited face-to-face classes. However, it would be good if the government can provide these things to the students and not only depend on the MOOE budget of the school. The Department of Education allocated a budget for the students and teachers during the expansion of face-to-face learning ("DepEd allocates PHP 1 billion to support progressive expansion of face-to-face classes," 2022). The majority of this budget is intended for the PPE to provide COVID-19 safety measures for the learners and the teachers.

According to Sheldon (2009), as cited by Đurišić and Bunijevac (2017), successful students have strong academic support from their committed parents. This only means that if parents are supportive despite the circumstances there is a big chance that their children were likely to be successful academically.

Table 5:- Summary of student's level of readiness in limited face-to-face classes in terms of emotional, physical health and financial.

	Mean	SD	Description	Interpretation
Emotional	2.66	0.34	Agree	High
Physical Health	2.73	0.66	Agree	High
Financial	2.61	0.35	Agree	High
Grand Mean	2.67	0.45	Agree	High

Legend: 1.00 – 1.75 Strongly Disagree (1), 1.76 – 2.50 Disagree (2), 2.51 – 3.25 Agree (3), 3.26 - 4.00 Strongly Agree (4)

It can be gleaned on table 5 that overall, the results in terms of emotional ($\bar{x}$ =2.66), physical health ($\bar{x}$ =2.73), and financial ($\bar{x}$ =2.61) indicates "agree" and are interpreted as high. For the emotional aspect, it was evident that students are ready emotionally to attend the limited face-to-face classes as a result showed that the majority have agreed on the survey questionnaire given. Despite the stress brought by the pandemic, the students are still willing to go back to school. This may be because they miss the experience of learning with their friends and teachers. Another thing is that they are having a hard time doing Modular Distance Learning due to the absence of their teachers who will guide them. This must be true because, without the guidance of the teachers, learners tend to be lazy and unmotivated to do or answer their modules. Initiating their learning timetable is somehow difficult for them thus, it is needed for them to have their teachers to facilitate their learning and at the same time provide them with different activities that can inspire them to enjoy learning and it can only be done with face-to-face classes. In addition, they are more motivated to learn with friends, according to Tullis & Goldstone (2020) that students learn best with peers. Since they can collaborate with their classmates and work together to do activities. Peer teaching can be one of the reasons also why they like it more to have face-to-face classes.

As for the physical health aspect, most of the students who agreed on the survey that they are physically healthy attend the limited face-to-face classes. It was clear to them that they are not obliged to attend the classes if they do not feel well or healthy. Most students who agreed that they are physically healthy to attend the limited face-to-face classes are also vaccinated. Though it was not a compulsory or necessary requirement in order to attend the limited face-to-face learning, students voluntarily did it with the consent of their parents because they know that it is also for their protection. Also, many students submitted themselves for vaccination when they hear that the school will conduct a limited face-to-face learning in view of the fact that they are willing to attend. It was also highlighted that preferably vaccinated learners shall be joining the limited face-to-face classes ("On the expansion phase of limited face-to-face classes," 2022).

In terms of finances, students are financially prepared to return to school because their parents can meet their basic needs such as food allowances, transportation, personal protective equipment, school projects, and requirements. As a result, it is encouraging to see that parents are enthusiastic about their children's education. Providing them with school supplies and other necessary equipment for their children to be ready for face-to-face classes while also protecting them with all necessary PPE. Furthermore, the majority of parents have regained access to their jobs and businesses since the government lifted the lockdown. Since the pandemic, both parents and children have been watching their spending. As a result of the pandemic, some people have begun to tighten their belts and save.

The overall implication of the results is supported by the study of Satrianta et al. (2022) that students' readiness to learn in a face-to-face setting was quite high and they are ready for the limited face-to-face classes because learning can take place easier with in person interaction between the teachers and the learners. In addition, with a face-to-face setting, teachers and other students can provide more knowledge and a deeper understanding ("Face to face vs. Online learning options," 2022).

To answer problem number three whether there is a significant difference on the students' readiness level on expanded classes when grouped according to profile, one-way ANOVA was used as statistical treatment.

The following tables indicate the result of the statistical data showing the interplay of students' readiness level on expanded classes according to their demographic profile as to Emotional, Physical Health and Financial. Their readiness level measured Ho1 in this study shows no significant difference in students' readiness level in expanded classes when grouped according to demographic profile.

Table 6:- Test of Difference in the three dimensions of students' readiness among when grouped according to demographic profile.

Level of Readiness	F-value	p-values	Decision on Ho	Interpretation
Grouping: Age				
Emotional	5.199	.002	Rejected	Significant
Physical	1.415	.241	Fail to reject	Not significant
Financial	1.009	.391	Fail to reject	Not significant
Grouping: Gender				
Emotional	-1.016	.311	Fail to reject	Not significant

Physical	3.222	.002	Rejected	Significant
Financial	-.628	.531	Fail to reject	Not significant
Grouping: Year level				
Emotional	1.581	.169	Fail to reject	Not significant
Physical	1.836	.109	Fail to reject	Not significant
Financial	1.924	.094	Fail to reject	Not significant
Significant if p-value < 0.05				

As can be gleaned from table 6, among the three dimensions, only the emotional aspect of the students revealed statistically significant differences when they are grouped according to age (F= 5.19, p-value =.002). Post hoc analysis using Tukey HSD showed that the mean difference between those aged 12-13 and 14-15 years old is positive. This means that those 12-13 years old students are more emotionally ready compared to the 14-15 years old students. Maybe because these 12-13 years old students are their first time in the High School environment, and that they are more curious, have higher expectations and feel more independent compared to the moment when they will be in their second year in school. But some students may be worried on their first day of school because they are worried and uncertain about their teachers and classmates. Some are also hesitant and terrified because they do not feel that they belong in the new environment (Shean, 2021). This is mostly true for the Grade 7 and 8 learners between ages 12-15, who were greatly affected by this educational transition after having distance learning for almost two years. The self-determination theory (SDT) by Ryan and Deci (2000), as cited by Kahu et al. (2016), suggested that independence triggers innate motivation. This could be in the form of curiosity and interest that can lead to higher levels of persistence and performance. This further implies that if students are self-motivated, they will be eager to return to school to prove their sense of independency.

In terms of physical health (F= 1.415, p-value =.241) and financial aspect (F= 1.00, p-value =.391), their level of readiness did not significantly differ across the four age groupings. This suggests that in their level of readiness in terms of physical health the younger high school students are as healthy as, the older students. This is because student-respondents in the study area in the same age group. While in the financial aspect the level of readiness is the same when grouped according to age. This is because students at this age level are still dependent on their parents when it comes to financial aspects (Moneva et al., 2020)

Also, the table shows that in terms of physical health there is a significant difference in the three dimensions of students' level of readiness when grouped according to gender. Among the three dimensions, only the physical health of the students revealed statistically significant differences (t= 3.22, p-value =.002). The mean difference between the average physical health readiness of male and female is positive. This means that males are physically healthy and more ready than females. This is because male students are more likely physically active than female students (Telford, 2016). This result contradicts with the study of Satrianta et al. (2022) that female students had a greater level of learning readiness than male students.

In terms of emotional (F= -1.01, p-value =.311) and financial aspect (F= -.628, p-value =.531), their level of readiness did not significantly differ across the two gender groupings. The result denotes that male and female students have the same level of readiness in terms of emotional and financial aspects. This contradicts the idea of Deng et al. (2016) that men have stronger emotional experiences with angry and positive stimuli. In contrast, women have relatively stronger emotional expressivity and males are more likely to express high-intensity positive emotions. In contrast, females are more likely to express low or moderately intense positive emotions as well as sadness (Meshkat&Nejati, 2017).

Furthermore, the data shows that in terms of emotional (F= 1.581, p-value =.169), physical (F=1.836, p-value=.109) and financial aspect (F= 1.924, p-value =.094), their readiness on these aspects did not significantly differ across the six year-level groupings (F= 1.581, p-value =.169). The result implies that the year level does not affect students' readiness level when it comes to emotional aspect, physical health aspect, and financial aspect. This must be true because the year level is not a factor that can affect other variables in the study; it is simply a student status at school. In connection, the level of emotional readiness of the entire group of students from Grade 7 to Grade 12 were the same. Because emotional readiness is a skill that one should be mastered when facing a crisis. If a person learns to handle his emotions properly, he can be resilient in all aspects of life (Igoe, 2020). Meanwhile, the results also suggest that their level of readiness in terms of physical health when grouped according to year level were the same. It means that it doesn't matter what year level they were in because physical health readiness is self-

responsibility. Since the respondents are already in high school, they know how to take care of their health knowing that they are facing a health crisis. Being responsible for one's health may further mean taking necessary measures to protect and improve your health (Björk et al., 2021). Concurrently, the students' financial readiness when grouped according to year level were also the same. This is because the lockdown period due to COVID-19 virus has been lifted (DOH, 2022), and most of the parents of the students have been back to work. This further implies that parents can financially support their children to join face-to-face classes.

Conclusion:-

COVID-19 pandemic has caused a tragic change in the educational system from purely classroom settings to a more complex one. This drastic change affects the academic life of every learner. Some learners easily adopt these changes but most struggle with the new learning modalities. Learners are still coping up to continue their studies despite the health crisis they face. However, learning is far better with the presence of the teachers and students learn more if they can interact with their teachers and classmates. In order to find out if the learners are ready to be back to face-to-face learning, certain measures such as their emotional, physical health, and financial needs need to be assessed. These are three of the essential aspects which must be evaluated.

Further, the findings revealed that most students are ready based on the survey given. Nevertheless, teachers must provide more consideration to the learners during the teaching and learning process since the learners are still in an adjusting phase with face-to-face learning after two school years of not being in school.

Recommendation:-

In the light of the findings and conclusions in the study, the following recommendations are drawn:

1. Teachers may apply the psychosocial activity before the class starts to set the students' moods and prepare them emotionally for the day.
2. Administrators may constantly coordinate with the stakeholders, especially the parents of the learners who are involved in face-to-face learning so they will be updated with their children's performance at school.
3. For the future researcher to conduct a parallel study that considers other variables on the level of readiness of the students for the limited face-to-face learning and other demographic profile variables.

Limitations Of The Study

This study utilized descriptive quantitative research design, which limits the study's outcomes due to a systematic questionnaire with closed-ended questions. As a result, the outcomes may not always accurately reflect the actual event. In addition, the respondents' response options are limited due to the researcher's selection. Thus, mixed method research designs could have been applied to significantly improve the quality and accuracy of the findings while also adding breadth and depth. The study was conducted on 144 high school students. Data was collected from only one high school. Similar studies should be performed on larger groups in different high schools in the division which conducted face-to-face classes.

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