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Stakeholders' Awareness and Satisfaction on the Implementation of the Post Pandemic School Policies of the Department of Education

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Abstract

Aim: The study determined the level of awareness and satisfaction of stakeholders in the implementation of the post pandemic school policies along four pillars of basic education intermediate outcomes consisting of access, equity, quality, and resiliency and well-being.

Methodology: This study utilized the descriptive-correlational and evaluative method. The stakeholders involved are the school principals, teachers, parents, and Grade 5 and Grade 6 pupils from central schools of Naga City districts.

Results: The findings revealed that the respondents' level of awareness on the following indicators, along with equity, resiliency and well-being, access, and quality, is very high. On the other hand, the respondents' satisfaction levels on the following indicators, along with resiliency and well-being, are very high, while quality, access, and equity are with high levels of satisfaction. Also, the analysis found no direct relationship between the level of awareness and level of satisfaction along with access and quality. Still, there is a direct relationship between the level of awareness and level of satisfaction along with equity and resiliency, and well-being. Furthermore, there is a significant difference in stakeholders' awareness of post-pandemic school policies across the four pillars of basic education. Still, there is no significant difference in stakeholders' satisfaction with post-pandemic school policies across the four pillars of basic education.

Conclusion: Principals were sufficiently knowledgeable about the four pillars of basic education and policies during the post-pandemic. Teachers and parents are more aware of their capacity to cope with and adapt to new circumstances, particularly changes that occurred during and after the pandemic. The school was also adapting to the policies, which were constantly evolving.

Keywords: Post Pandemic School Policies, Stakeholders, Satisfaction, Awareness, Pillars of Education, Access, Equity, Quality, Resiliency and Well-being, Advocacy Program

INTRODUCTION

People of normal dispositions are always interested to know the reasons for the happening of any significant event and even more curious as to its consequences, considering the possible favorable or adverse impact it will contribute to their lives and societal systems. The COVID-19 pandemic had fiercely overturned the normal routine of our societal systems that compelled our government to exercise a more controlling mode of governance as the situation demands the upholding of general welfare. Even the educational set-up that we used to undertake through the face-to-face mode had to be discharged using the alternative distance learning modalities since 2020, after the government has declared the National Public Health Emergency. If it was a difficult decision on the part of DepEd management to decide for Learning Continuity, it was even more difficult for the teachers in the field to step up for the field exploration of those identified learning options for our learners during the pandemic period. My salute to all the teachers and school managers for creatively responding to and enduring the challenges of the pandemic (De Guzman, 2022).

The health crisis was quickly recognized by several international organizations (IOs) and policy entrepreneurs as a political opportunity to achieve worldwide recognition and influence public policy agendas (Debre & Dijkstra, 2021). Changes and adjustments on school policies, particularly along face-to-face interaction of teachers and learners have



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the most difficult challenges not only for teachers and learners but also for the rest of the stakeholders in education. Some private schools, training centers, and higher education institutions have been forced to close because of lockdowns and stringent government measures to address the threats to life of COVID-19. Distance Learning Delivery Modalities (DLDM) have been implemented, serving as learning options, considering that face to face teaching and learning platform has been prohibited by the government. But despite the difficulties experienced by both teachers and students along distance learning delivery modalities, learning continuity had been placed into execution. Both learners and teachers might have encountered a completely different learning environment resulting from switching the traditional face-to-face modality to distance learning, yet they were able to cope with the demands of the situation.

However, initial success of our responses for learning continuity in education was evidenced by the presence of schools' respective Learning Continuity Plans and substantiated by high percentage of completion rate and the subsequent increases in enrolment for the school years 2021-2022 and 2022-2023. Government policies, rules, regulations, procedures, and protocols were instrumental in maintaining smooth and safe school operation- facilitating learning continuity and sustaining strict observance of health standards.

Though the declaration of national health emergency is not yet over, it was the assumption of greater majority of stakeholders that the school year 2022-2023 will serve as the transition period to the next normal and the commencement of the post-pandemic period. While many nations have begun to develop longer-term education policy goals and solutions, it was now up for discussion if national responses to the Covid-19 problem may lead to significant and long-lasting policy reforms in education, or even change how education will be delivered as we currently experience it. In the third quarter of 2022 however, the Inter-Agency Task Force (IATF) has granted some liberality to the usual restrictions relative to government's response to COVID-19, including but not limited to voluntary use of face mask and/or face shield.

As we traversed the post pandemic period, new and adaptive policies have been issued by the Department of Education and became the sources of curriculum and governance implementation in the different schools in the country, particularly the public elementary and secondary schools including those related to Basic Education Development Plan, School Calendar and Activities and Enrollment for School Year 2022-2023, Guidelines on the Cancellation or Suspension of Classes in the Event of Disasters and Other Natural Calamities, Health and Safety Protocols in Light of Covid-19 Pandemic, Professionalism and Delivery of Basic Education Programs and Services, Guidelines for the Approval of the Extension of the Implementation of Blended Learning Modality in Select Public Elementary and Secondary Schools, and Support to the Department of Health Bukunahang Bayan.

Having experienced the critical role of a teacher in the delivery of basic education at the height of uncertainties of what exactly will happen, given the difficult challenges of the COVID-19, it became imperative to the researcher of this study to become interested on factors that would predict outcomes under modified delivery of educational services. More so that this study tried to identify relevant post-pandemic policies, particularly those anchored on the desired intermediate outcomes embodied in the Basic Education Development Plan (DepEd Order No. 24, s. 2022). Intermediate outcomes are benefits, competencies, and skills acquired through the following pillars: Access, Equity, Quality, and Resiliency and well-being. Considering the uncertainties of the extent of period and contamination of COVID-19, it is very significant to measure the level of awareness and satisfaction of the school stakeholders, such as the principals, teachers, students, and parents; the relationship of their levels of awareness and satisfaction; and their suggestions, remarks, and recommendations on the school policies implemented. Data on awareness will not only measure the extent of stakeholders' knowledge on the existence and understanding of significant school policies implemented in the respondent-schools during the post-pandemic period, but also will facilitate the development of a more strategic orientation and information dissemination. Relatively, the determination of satisfaction level will substantiate the perceived favorable or hostile reaction of the respondents as to responsiveness and relevance of these policies to the prevailing needs of the time and, subsequently, is expected to influence the department's policymakers to sustain or modify the same, or craft new ones when warranted by the results of the study. Being in the front line of the education system, the first-hand experiences and expressions of the above-mentioned stakeholders will be reflective of the reality in the field. As empowered stakeholders, data on their awareness and satisfaction, when published, shall have significant impact on the subsequent policies the department will formulate.

This study is extremely relevant as the schools are the institutions that were primarily affected by the policies due to COVID-19 pandemic, and just at the right time considering that the declaration of National Health Emergency issued by the government in 2020 is still ON and has not yet been lifted within the period when this study was conducted.



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Research Questions

The study determined the level of awareness and satisfaction of stakeholders on the implementation of the post pandemic school policies of the Department of Education. Specifically, the following questions were addressed:

1. What is the level of awareness of the stakeholders in the implementation of the post pandemic policies along the following pillars of Basic Education?
 - a. Access
 - b. Equity
 - c. Quality
 - d. Resiliency and Well-Being
2. What is the level of satisfaction of the stakeholders in the implementation of the post pandemic policies along the four pillars of basic education?
3. Is there a significant relationship between the level of awareness and satisfaction of stakeholders in the implementation of the post pandemic policies on the four pillars of basic education?
4. Are there significant differences in the level of awareness and satisfaction in the implementation of the post pandemic policies along the four pillars and across stakeholders?
5. What advocacy program may be proposed based from the result of the study?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is a significant relationship between the level of awareness and satisfaction of stakeholders in the implementation of the post pandemic policies on the four pillars of basic education.

Hypothesis 2: There are significant differences in the level of awareness and satisfaction in the implementation of the post pandemic policies along the four pillars and across stakeholders.

METHODS

Research Design

This study utilized the descriptive-correlational and evaluation method. A descriptive method was used to determine the stakeholders' level of awareness and satisfaction regarding the post-pandemic school policies. The correlational method was used to determine the relationship between stakeholders' awareness and satisfaction with post-pandemic school policies. The evaluative method was used in determining the result through the analysis of variance.

Population and Sampling

The respondents were the stakeholders consisting of school principals, students, teachers, and parents from the central schools of Naga City Districts: Naga Central School II of North District, Tinago Central School of South District, Tabuco Central School of West District, and Don Manuel I. Abella Central School of East District. A total distribution sample size of 900 respondents were included in the study, consisting of 4 principals, 182 teachers, 357 students, and 357 parents from the four central schools of 4 districts of Naga City division.

Instrument

The material and instrument used in gathering the data of this study was a questionnaire-checklist. In terms of the validity and reliability of the instrument, comments and suggestions from the dean, panelists, and adviser were considered, integrated, or applied in the revision of the questionnaire. The validation and checking of grammar were conducted, including the translation into Filipino, before the administration of the dry-run or pre-test. Then, ten copies were pre-tested on the ten selected teachers from another school, as the sample respondents. The Cronbach's alpha was used in the computation of internal consistency to measure how closely related a set of items are, as a group.

Data Collection

On the data gathering, the dean approved the request letter, with the attached survey-questionnaire which had been checked and validated. The questionnaire-checklists then were reproduced according to the number of respondents. It was followed by the approval of the letter-request to the Schools Division Superintendent requesting permission for the principals, teachers, students, and parents to participate in the study voluntarily.



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To ensure that the respondents were willing to participate in the study, principals, teachers, students, and parents were asked to sign on the informed consent document. For the principals, teachers, and parents, they were given ample time to read and sign the form. Meanwhile for the students who were part of the study, their parents had affixed their signature on the received form together with the signature of the students, whereas those students who were not permitted by their parents were excluded in the study.

Copies of questionnaire were released to the school principals of the central schools in Naga City division. After that, distribution was made to the teachers as respondents of the study. Then, the students assigned as respondents were guided by their respective class advisers. During the parents-teachers conference, class advisers have distributed the questionnaire-checklists to the parents as respondents. Within a week, all the respondents were able to receive the retrieved copies of questionnaire-checklist.

During the retrieval stage, the collected copies of questionnaire were examined to find out if some questions were unanswered, with vague answers, or lacking responses.

Treatment of Data

The procedures were carried out according to the objectives and the level of measurement of variables. The responses to the questionnaire checklists were properly counted, tabulated, and placed in a table. Mean, Pearson Correlation, and Two-Way ANOVA were used to evaluate and interpret the data. Mean was used to determine the level of awareness and satisfaction of the stakeholders on the post pandemic school policies, while Pearson Correlation was used to measure the significant relationship between the level of awareness and satisfaction on the post pandemic school policies. Two-Way ANOVA was used to determine whether there is significant difference in the level of awareness and satisfaction along the four pillars and across stakeholders.

Ethical Considerations

To guarantee and ensure that participants can freely participated in this study voluntarily, the informed consent documents were utilized. The participants' willingness to be involved in this study were acknowledged and, at the same time, participants were given the right to refuse participating in the study. Participants were also informed in the consent document that the study was only for academic purposes and would not have any immediate benefits. The permission form also assured the total confidentiality and anonymity for research participants. It was explained that no harm will be done to the research respondents; that there were no social or psychological consequences for the research participants' involvement; and that they were completely free to withdraw any personal information they feel uneasy to share. Since implementations of research findings may have long-term effects on study participants and their society, the research findings from this study were applied only for academic purposes.

RESULTS and DISCUSSION

The findings revealed that the respondents' level of awareness on the following indicators, along with equity, resiliency and well-being, access, and quality, is very high. On the other hand, the respondents' satisfaction levels on the following indicators, along with resiliency and well-being, are very high, while quality, access, and equity are with high levels of satisfaction.

Also, the analysis found no direct relationship between the level of awareness and level of satisfaction along with access and quality. Still, there is a direct relationship between the level of awareness and level of satisfaction along with equity and resiliency, and well-being. Furthermore, there is a significant difference in stakeholders' awareness of post-pandemic school policies across the four pillars of basic education. Still, there is no significant difference in stakeholders' satisfaction with post-pandemic school policies across the four pillars of basic education.

An Advocacy Program for stakeholders is proposed to enrich and enhance the stakeholders' awareness and satisfaction in the implementation of the post-pandemic school policies of the Department of Education.

Stakeholders' Level of Awareness in the Implementation of the Post Pandemic School Policies Along the Four Pillars of Basic Education Development Plan (BEDP) 2030

DepEd developed the BEDP 2030 by its commitment to address the issues facing the country's education system (Malipot, 2022). The 302-page BEDP document aligns with the Sustainable Development Goals to be implemented from 2020 to 2030. The first phase is concentrated on the learners' immediate responses to Covid-19.



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Table 1 shows the summary of stakeholders' level of awareness on the post pandemic policies covering the four pillars of BEDP (2030), as mandated in DepEd Order No. 24, series of 2022.

Table 1
Summary of Stakeholders' Level of Awareness in the Implementation of Post Pandemic School Policies

Pillars	Principal	Teachers	Parents	Students	Mean	DI
Equity	4.94	4.42	3.82	3.97	4.29	VH
Resiliency and Well-being	4.94	4.48	4.05	3.65	4.28	VH
Access	4.79	4.27	3.93	3.95	4.24	VH
Quality	4.75	4.48	3.91	3.77	4.23	VH
Over-all Mean	4.86	4.41	3.93	3.84	4.26	VH

Legend: 1.00- 1.80 – Very Low (VL); 1.81- 2.60 – Low (L); 2.61- 3.40 – Moderate (M); 3.41- 4.20 – High (H); 4.21- 5.0 – Very High (VH)

Along with the principals' level of awareness, it was shown that the equity and resiliency and well-being received the highest mean score of 4.94, which was considered as "very high." The quality then received the lowest mean score of 4.75, which was interpreted as "very high." As a result, the overall mean was 4.86 interpreted as "very high".

For the teachers' level of awareness, it shows that the quality and resiliency and well-being received the highest mean score of 4.48, which was considered as "very high." While the access then received the lowest mean score of 4.75, which was interpreted as "very high." As a result, the overall mean was 4.41 interpreted as "very high".

The teachers' level of awareness shows that resiliency and well-being received the highest mean score of 4.48, interpreted as "very high". On the other hand, equity got the lowest mean score of 3.82, which was interpreted as "high."

Along with students' level of awareness, it was shown that equity received the highest mean score of 3.97, interpreted as "very high". On the other hand, resiliency and well-being got the lowest mean score of 3.65, which was interpreted as "high."

The finding implies that equity, resiliency, and well-being are the principals' most influential policy considerations. While along policies on the quality that principals were least well-informed among the other pillars. The overall mean score also indicated that the principals were sufficiently knowledgeable about the four pillars of basic education and policies during the post-pandemic.

Based on the Table, teachers and parents got their highest mean score on the same pillar: resiliency and well-being. It suggests that both stakeholders are more aware of their capacity to cope with and adapt to new circumstances, particularly changes that occurred during and after the pandemic. The school was also adapting to the policies, which were constantly evolving. Teachers may put a lot of effort into educating students using various learning modalities. In addition, parents may be able to adapt to changes in their roles because of distance education which becomes an alternative method of education.

It also shows that teachers and students got their lowest mean score on the same pillar: access. It suggests that both stakeholders are least aware of the policies that the school should implement to ensure that students have equal access to all educational opportunities. It's possible that not enough information was shared with teachers and students.

Likewise, the equity got the highest level of stakeholders' awareness, with a total weighted mean score of 4.29, which was "very high," while the quality got the lowest level of stakeholders' awareness, with a total weighted mean score of 4.23, which was still considered to be "very high." The overall weighted mean score for the stakeholders along the pillars was 4.26, interpreted as "very high." It can be inferred that stakeholders were profoundly mindful of the school policies implemented during the post-pandemic period.

In general, the level of awareness of stakeholders in implementing of post-pandemic school policies along equity is presently and actively practiced in the school institution. On the other hand, policies along with quality may show a high level of awareness. However, there might still be a lot of things to work with to improve the dissemination of its policies so that all stakeholders will be informed and will involve themselves in the implementation process.

In addition, among the four stakeholders, students got the lowest mean score, while principals got the highest mean score. It implies that the information or updates about the policies were properly disseminated to the principals by



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the higher-ups of DepEd. While students may not be fully aware of the policies since they are still in their elementary levels. It can also show that students cannot relate on the policies implemented.

According to Kim et al. (2019), organizational awareness has been seen as a key component in fostering collaboration and knowledge exchange among scattered workers. One of the key elements in maintaining organizations is the development of shared understanding among various units. All stakeholders should work together to have harmonious relationships and organized policies and procedures within the organization.

Stakeholders' Level of Satisfaction in the Implementation of the Post Pandemic School Policies on the Four Pillars of Basic Education Development Plan (BEDP) 2030

A summary of the stakeholders' satisfaction of post-pandemic school policies was provided in Table 2. This yields more precise results regarding stakeholders' satisfaction with school policies.

Table 2
Summary of Stakeholders' Level of Satisfaction in the Implementation of Post Pandemic School Policies

Pillars	Principal	Teachers	Parents	Students	Mean	DI
Resiliency and Well-being	4.81	4.35	4.02	4.02	4.30	VH
Quality	4.70	4.34	3.91	3.86	4.20	H
Access	4.68	4.09	4.0	3.82	4.15	H
Equity	4.75	4.29	3.76	3.73	4.13	H
Over-all Mean	4.73	4.27	3.92	3.86	4.20	H

Legend: 1.00- 1.80 – Very Low (VL); 1.81- 2.60 – Low (L); 2.61- 3.40 – Moderate (M); 3.41- 4.20 – High (H); 4.21- 5.0 – Very High (VH)

The four pillars of the Basic Education Development Plan 2030 and the result of principals', teachers', parents', and students' satisfaction on post-pandemic school policies were presented on the table.

In the principals' level of satisfaction, it shows that access got a mean score of 4.68 interpreted as "very high". Second, the equity received a mean score of 4.75, which was considered as "very high." The quality then received a mean score of 4.70, which was interpreted as "very high." Lastly, the mean score for resiliency and well-being was 4.81, which was interpreted also as "very high." As a result, the over-all mean was 4.73 interpreted as "very high".

With a mean score of 4.35 on the policies related to quality and resiliency and well-being, teachers have the highest level of satisfaction. With a mean score of 4.09, access policies received the lowest mean score. In general, the over-all mean for teachers' level of satisfaction was 4.27 deciphered as "very high".

In addition, it is evident that parents received the highest mean score of 4.02 on the policies related to resiliency and well-being. On the other hand, equity policies received the lowest mean score of 3.76. Consequently, the overall mean of 3.92, which was deemed to be "high," was revealed under the parents' level of satisfaction on the post pandemic school policies.

Along with the students' level of satisfaction, the policies on quality received the highest mean score of 4.02. In contrast, access policies received the lowest mean score of 3.73. In general, the overall mean of 3.86, which was interpreted as "high," was revealed under the students' level of satisfaction on the post pandemic school policies.

The finding implies that resiliency and well-being are the principals' and teachers' most satisfied policy, while the access is the least satisfied policy among the other pillars. It also shows that parents and students got their lowest mean score on the same pillar, which is equity, while having the same highest level of satisfaction with teachers and principals, which is resiliency and well-being.

It infers that both teachers and principals have almost the same perception when it comes to their satisfaction level. While parents and students show that they have almost the similar perception when it comes to the satisfaction level on the post pandemic school policies.

Likewise, according to Table 12, the resiliency and well-being policies had the highest level of stakeholders' satisfaction, with a total weighted mean score of 4.30, which was "very high," while the equity policies had the lowest level of stakeholders' satisfaction, with a total weighted mean score of 4.13, which was "high." The overall weighted mean score for the stakeholders along the pillars was 4.20, interpreted as "high." It can be inferred that stakeholders were satisfied with the school policies implemented during the post pandemic period.



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It implies that all stakeholders are satisfied on the policies that focuses on building resilience among learners and capacitating them to exercise their rights in a positive learning environment, while being aware of their responsibilities as individuals and as members of society. On the other hand, policies on equity got the least satisfied, since it was a new policy implemented by the DepEd. It may still have some modification in the policies, as it can adapt to the changes in the educational system.

Moreover, the results of the satisfaction level of parents and students are significantly similar, and their level of satisfaction is far from the result of teachers and principals. It may imply that students and parents absorbed the same information about the policies, and they see the implementation stage on the same aspects. Maybe, principals and teachers got higher satisfaction than the other two stakeholders, because they are the implementers in the school-based.

According to Barbalho et al. (2019), for leaders to propose and direct changes and ensure the sustainability of ongoing best practices, they must look for identifying tensions in the management environment, performance, and stakeholders' satisfaction. Accordingly, this confirmed that the stakeholders' satisfaction was vital in the entirety of school performance.

Relationship between the Stakeholders' Level of Awareness and Satisfaction in the Implementation of the Post Pandemic School Policies

The relationship between the stakeholders' level of awareness and satisfaction on post pandemic school policies was computed using the computation for Pearson product-moment correlation was presented in Table 3. The Pearson product-moment correlation coefficient was computed to assess the relationship between the stakeholders' level of awareness and satisfaction in the implementation of post pandemic school policies along the four pillars: access, equity, quality, and resiliency and well-being.

Table 3
Test of Relationship of Stakeholders' Level of Awareness with Level of Satisfaction in the Implementation of Post Pandemic School Policies

Level of Awareness	Level of Satisfaction <i>r</i> -value			
	Access	Equity	Quality	Resiliency and Well-being
Access	0.0959			
Equity		0.9650*		
Quality			0.0327	
Resiliency and Well-being				0.4667*

Legend: $r_{05} = 0.113$; no * = not significant; * = significant

The level of awareness and level of satisfaction along access are not significantly correlated, $r=0.0959$ ($p>.05$). In contrast, along equity, the level of awareness and level of satisfaction are significantly correlated, $r=0.9650$ ($p>.05$). With the level of awareness and level of satisfaction along quality, they are not significantly correlated, $r=0.0327$ ($p>.05$). On contrary, along resiliency and well-being, the level of awareness and level of satisfaction is significantly correlated, $r=0.4667$ ($p>.05$).

Overall, the analysis found that there was no direct relationship between the level of awareness and level of satisfaction along with access and quality. On the other hand, there is a direct relationship on the level of awareness and level of satisfaction along equity and resiliency and well-being.

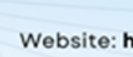
It implies that along access and quality, that the value of level of awareness doesn't increase or decrease in association with the increase or decrease of the level of satisfaction. The result from the stakeholders' level of awareness along access and quality doesn't affect their satisfaction level.

In addition, along with equity and resiliency and well-being, the higher the stakeholders become aware of post pandemic school policies, the higher they become satisfied. The same with, the lower the stakeholders become aware of post pandemic school policies, the lower they become satisfied. If there are either positive or negative results in how the stakeholders perceive the policies, it affects also the way they see it as whole.



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In education, the term stakeholder typically refers to anyone who cares about a school's students' welfare and success. The engagement of stakeholders refers to the process by which an organization involves people who may be affected by the decisions it makes or who can influence the implementation of decisions. Stakeholders may support or oppose decisions and may be influential in the organization or within the community in which they operate. In this way, in a school institution, the level of awareness and satisfaction of stakeholders should be taken into consideration.

Difference In Level of Awareness and Satisfaction Along the Four Pillars and Across Stakeholders

The difference of stakeholders' awareness along the four pillars and across stakeholders was computed using the Two-way analysis of variance (ANOVA) was presented in Table 4. The Two-Way Analysis of Variance (ANOVA) was conducted to determine whether there is significant difference among the school stakeholders' awareness on post pandemic school policies across the aspects.

Table 4

Test of Difference (Analysis of Variance) in Level of Awareness Along Four Pillars and Across Stakeholders

Source of Variation	Degree of Freedom	Sum of Squares	Mean Square	F Value
Respondents	2	0.8632	0.4316	9.65525*
Pillars	3	0.1422	0.0474	106.0403**
Error	6	0.2681	0.0447	
Total	11	1.2755		

Legend: F01(2,6) =10.92; F05(3,6) =5.78; ns= not significant; **= highly significant

There was a significant difference among the stakeholders' awareness at the $p < .05$ level for the three conditions [$F(2, 6) = 10.92, p = 9.65525$]. On the other hand, across the four pillars, there was a highly significant difference [$F(3, 6) = 5.78, p = 106.0403$].

Taken together, these results imply that there is significant difference in stakeholders' awareness on post pandemic school policies across the four pillars of basic education. In particular, the results show that awareness of the post pandemic across the four pillars will depend on the specific stakeholders. Subsequently, this outcome can be noted that all people working in one institution, particularly the stakeholders, should be working cooperatively to have commonality to their responses with regards to the policies implemented. Principals, as leaders, also have also role to come up with this commonality.

In accordance with Hersey and Blanchard's Situational Leadership Theory, as it dealt about the leaders' role in the functionality on the stakeholders as followers (teachers, pupils, and parents) which will cater both their awareness and satisfaction on the post pandemic school policies. Being necessarily influenced by any school policy, either favorably or unfavorably, the decisions and actions of the principals, teachers, students, and parents are always affected, though on different levels as they perform their varied roles in the school system. In general, principals are affected as they played the role of implementers or enforcers, while teachers, pupils, and parents, as beneficiaries. That is why, considering that the policies being treated in this study are dealing with pillars of education outcomes as prescribed by Basic Education Development Plan (BEDP 2030)-consisting of Access, Equity, Quality, and Resiliency and Well-Being- they are affected, and it became very significant to determine their levels of awareness and satisfaction of these policies.

Table 5 presents the further significant difference in level of awareness along four pillars and across stakeholders, since based on Table 4, there is a significant difference on the level of awareness along four pillars and across stakeholders.

Table 5

Further Test of Significant Difference (DMRT, 5%) in Level of Awareness Along Four Pillars and Across Stakeholders

Respondents	Mean	Statistical Significance	Pillars	Mean	Statistical Significance
Principals	4.86	a	Access	4.12	b



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Teachers	4.41	a	Equity	4.92	a
Parents	3.93	b	Quality	4.11	b
Students	3.84	b	Resiliency and Well-Being	4.03	b

Note: Means having the same letter in column are not significantly different (DMRT, 5%)

It shows in the table that the principals got the highest mean score of 4.86 in awareness level in the implementation of the post pandemic policies. It was followed by the teachers with a 4.41 mean score. Parents also got 3.93 mean score and students got the lowest mean score of 3.84.

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Among the four groups, it shows that the parents and students were not significantly different in terms of the awareness of the post pandemic school policies. For both the principals and teachers, they are not significantly different. However, parents and students are significantly different from the principals and teachers.

It implies that principals and teachers are significantly different from the awareness level of parents and students. Both parents and students may not be well informed of the policies and if so, ever they attend a school orientation or meeting, they might not understand the policies and procedures implemented by the school. Principals and teachers may have a higher level of awareness, as they are the main implementers of policies in the schools. While parents and students are more of the receiver and the absorber of the policies.

Furthermore, when it comes to the four pillars, access got a mean score of 4.12, quality with 4.92 mean score, equity with the mean score of 4.11 and resiliency and well-being with the lowest mean score of 4.03.

In the Table, it shows that equity is significantly different from the other pillars. However, were found to be insignificantly different.

It infers that equity, as a pillar on the policies of BEPD (2030), were not very familiar with the stakeholders. They may not yet able to encounter it before. Even in the school improvement plan, it was not included, thus, it makes sense that equity was found significantly different from the other pillars. With the access, quality, and resiliency and well-being, stakeholders are familiar with most of the it.

On the other hand, the difference of stakeholders' satisfaction along the four pillars and across stakeholders was presented in Table 6.

Table 6
Test of Difference (Analysis of Variance) in Level of Satisfaction Along Four Pillars and Across Stakeholders

Source of Variation	Degree of Freedom	Sum of Squares	Mean Square	F Value
Respondents	2	0.3885	0.1942	1.6902 ^{ns}
Pillars	3	0.0706	0.0235	0.1577 ^{ns}
Error	6	0.0596	0.1149	
Total	11	0.5187		

Legend: F01(2,6) =5.14; F05(3,6) =4.70; ns= not significant

There was no significant difference among the stakeholders' satisfaction at the $p < .05$ level for the three conditions [$F(2, 6) = 5.14, p = 1.6902$]. Similarly, across the four pillars, there was no significant difference [$F(3, 6) = 4.70, p = 0.1577$].

Taken together, these results show that there is no significant difference in stakeholders' satisfaction on post pandemic school policies across the four pillars of basic education. Specifically, the results show that most of the results on the satisfaction level of stakeholders across the four pillars were almost the same.

Awareness and satisfaction level on post pandemic school policies across the four pillars of basic education shows different results on the significant difference. It implies that most of the teachers, parents, students, and principals, indicate different level of awareness, while in the satisfaction level, most of them show the same result as to all.



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Summary, Conclusions, and Recommendations

Principals were sufficiently knowledgeable about the four pillars of basic education and policies during the post-pandemic. Teachers and parents are more aware of their capacity to cope with and adapt to new circumstances, particularly changes that occurred during and after the pandemic. The school was also adapting to the policies, which were constantly evolving. Teachers may put in a lot of effort into educating students using various learning modalities. In addition, parents may be able to adapt to changes in their roles because of distance education which becomes an alternative method of education. For both teachers and students, they are least aware of the policies that the school should implement to ensure that students have equal access to all educational opportunities. It's possible that not enough information was shared with teachers and students.

Both teachers and principals have almost the same perception regarding their satisfaction level. While parents and students show that they have almost the same perception regarding the satisfaction level of the post-pandemic school policies. All the stakeholders are satisfied with the policies that focus on building resilience among learners and capacitating them to exercise their rights in a positive learning environment while being aware of their responsibilities as individuals and as members of society. On the other hand, policies on equity got the least satisfied since it was a new policy implemented by the DepEd.

The value of the level of awareness doesn't increase or decrease in association with the increase or decrease of the level of satisfaction. The result from the stakeholders' level of awareness of with access and quality doesn't affect their satisfaction level. In addition, along with equity and resiliency, and well-being, the higher the stakeholders become aware of post-pandemic school policies, the higher they become satisfied. The same with, the lower the stakeholders become aware of post-pandemic school policies, the lower they become satisfied. If there are either positive or negative results in how the stakeholders perceive the policies, it also affects the way they see it as whole.

There is significant difference in stakeholders' awareness of post-pandemic school policies across the four pillars of basic education. In particular, the awareness of the post-pandemic across the four pillars will depend on the specific stakeholders. For the principals and teachers, they are significantly different from the awareness level of parents and students. Both parents and students may not be well informed of the policies, and if so, ever they attend a school orientation or meeting, they might not understand the policies and procedures implemented by the school. Principals and teachers may have a higher level of awareness, as they are the main implementers of policies in the schools. While parents and students are more of the receiver and the absorber of the policies.

In addition, there is no significant difference in stakeholders' satisfaction on post-pandemic school policies across the four pillars of basic education. Specifically, the results show that most of the results on the satisfaction level of stakeholders across the four pillars were almost the same.

Awareness and satisfaction of the stakeholders in the post-pandemic school policies can be sustained, however, it is important to give them the vital program and support to ensure that this knowledge, participation, and satisfaction become an avenue to achieve the educational goal.

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