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Implementation of School Learning Recovery Plan at Bataraza District 1

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Abstract

This study examined the implementation of the School Learning Recovery Plan (SLRP) in Bataraza District I in response to learning disruptions caused by the COVID-19 pandemic. Anchored on the Input–Process–Output (IPO) framework, the research assessed school profile characteristics as inputs, the extent of SLRP implementation across access, governance, resiliency and well-being, and quality as processes, and a proposed action plan as output. A descriptive survey design was employed involving 31 school heads and 300 elementary and secondary teachers from 31 public schools. Data were collected through validated questionnaires adapted from Favila (2022) and analyzed using frequency, percentage, mean, standard deviation, Spearman's rho, and Mann-Whitney U-test. Findings revealed that SLRP implementation was generally operational, with elementary school heads and secondary teachers rating it as "Implemented," while secondary school heads and elementary teachers rated it as "Fully Implemented." No significant relationship was found between school profile characteristics and implementation extent, and no significant difference existed between the perceptions of school heads and teachers. Major challenges included learners' low literacy retention, limited intervention time, and teacher burnout, while coping strategies emphasized collaborative planning, remediation, and adherence to MELCs. The study recommends strengthened policy support, systematic evaluation, stakeholder engagement, and targeted remediation efforts. The study supports SDG 4 (Quality Education) by advancing structured learning recovery initiatives and SDG 3 (Good Health and Well-Being) through its emphasis on socio-emotional support in schools. Its sustainability impact lies in strengthening institutional capacity, governance mechanisms, and community collaboration to ensure long-term educational resilience and continuity.

Keywords: Access, Governance, Input–Process–Output Framework, Learning Recovery, Resiliency and Well-Being, School Learning Recovery Plan, Sustainability, Teacher Burnout

1. Introduction

The COVID-19 pandemic significantly disrupted the Philippine education system, shifting instruction from traditional face-to-face classes to modular, blended, radio-based, television-based, and limited in-person modalities. These abrupt transitions led to substantial learning losses and gaps in essential competencies. In response, the Department of Education (DepEd Order No. 34 s. 2022) mandated the implementation of contextualized Learning Recovery and Continuity Plans focusing on remediation, socio-emotional well-being, and teacher professional development. Aligned with this directive, Bataraza District I developed and implemented a School Learning Recovery Plan (SLRP) tailored to its contextual needs. However, its implementation presented instructional, administrative, and resource-based challenges. This study examines the extent of SLRP implementation in Bataraza District I, its relationship with school profile characteristics, the differences in perception between school heads and teachers, and the challenges and coping strategies associated with its execution. The findings aim to inform an action plan to strengthen learning recovery initiatives.

1.1 Context of the School Learning Recovery Plan (SLRP) Implementation at Bataraza District I

The pandemic transformed educational delivery nationwide, replacing face-to-face instruction with modular and blended approaches, including printed and digital modules, radio-based instruction, television-based instruction, and limited face-to-face classes during S.Y. 2021–2022. These changes resulted in compromised learning competencies and widened achievement gaps among learners. DepEd Order No. 34 s. 2022 directed regional offices to implement contextualized strategies under the Learning Recovery and Continuity Plan, focusing on: (1) learning remediation and intervention; (2) socio-emotional functioning, mental health, and well-being; and (3) professional development of teachers. In compliance, regional and division offices instructed districts to craft district-level recovery plans, which schools further contextualized into School Learning Recovery Plans (SLRPs). Bataraza District I adhered to this mandate by developing its district plan and directing schools to formulate their respective SLRPs aligned with district goals. Implementation posed instructional challenges, particularly as teachers transitioned learners from modular distance learning back to face-to-face instruction. Reports of non-readers and struggling learners in S.Y. 2022–2023 highlighted the urgency of systematic recovery

interventions. Monitoring re-enrolment and identifying at-risk students also became critical components of recovery efforts. Global evidence suggests that governments must implement universal initiatives to promote enrolment and facilitate school return, including financial assistance and support programs. Policymakers require evidence-based planning and resource allocation strategies (Carvalho et al., 2020).

1.2 Key Dimensions of SLRP Implementation: Access, Governance, Resiliency and Well-Being, and Quality

Key themes emerging from existing literature and policy directives include learning loss mitigation, equitable access to education, governance and monitoring systems, socio-emotional resilience, and quality assurance in instructional delivery. Learning recovery requires targeted remediation programs to address foundational literacy and numeracy deficits. Socio-emotional well-being is equally essential, as prolonged disruptions affected students' mental health and motivation. Governance mechanisms such as enrolment tracking, dropout prevention systems, and community outreach strengthen institutional responsiveness. Evidence from global contexts emphasizes the importance of financial and structural support systems to sustain school participation (Carvalho et al., 2020). These insights reinforce the need for contextualized, data-driven recovery plans at the school and district levels.

1.3 Local, National, and Global Policy Environment Influencing SLRP Implementation

Nationally, DepEd institutionalized structured recovery planning through DepEd Order No. 34 s. 2022, mandating learning remediation, mental health support, and teacher development. Locally, Bataraza District I implemented district- and school-level SLRPs to address contextual learning gaps and infrastructural conditions, including variations in teacher numbers, student population, school category, and availability of facilities such as clinics, libraries, laboratories, ICT rooms, and tutorial spaces. Globally, educational systems experienced similar disruptions, prompting policy responses centered on re-enrolment initiatives, targeted assistance for disadvantaged learners, and evidence-based decision-making (Carvalho et al., 2020).

1.4 Input–Process–Output (IPO) Framework in Assessing SLRP Implementation at Bataraza District I

This study is anchored in the Input–Process–Output (IPO) model. Input variables include school profile characteristics: number of teachers, number of students, school category, and availability of facilities such as clinic, canteen, playground, library, reading hub, laboratory, ICT room, and meeting/tutorial room. Process variables refer to the extent of SLRP implementation in terms of access, governance, resiliency and well-being, and quality. Challenges encountered and coping strategies applied by school heads and teachers are also examined as part of the implementation process. Output consists of a proposed action plan for strengthening the School Learning Recovery Plan in elementary and secondary schools. This framework enables systematic analysis of how institutional characteristics influence implementation effectiveness and guide policy improvement.

1.5 Identified Gaps in Evaluating the Extent of SLRP Implementation and School Profile Relationships

While national directives mandate learning recovery implementation, limited localized evidence exists regarding the extent of SLRP implementation at the district level, particularly in relation to school profile characteristics and differences in perception between school heads and teachers. Furthermore, there is insufficient documentation of implementation challenges and coping strategies within specific district contexts. Empirical evaluation is necessary to determine whether school resources and structural conditions significantly influence SLRP implementation. This study addresses these gaps by assessing implementation status, examining relationships between school profile and implementation extent, comparing perceptions of school heads and teachers, and proposing an action plan for improvement.

1.6 Contribution of SLRP Implementation to Sustainable Development Goals (SDGs)

This study aligns with the following SDGs: SDG 4 – Quality Education. The research directly supports efforts to ensure inclusive and equitable quality education by strengthening learning recovery interventions and addressing learning losses. SDG 3 – Good Health and Well-Being. By emphasizing socio-emotional functioning, mental health, and well-being as part of SLRP implementation, the study contributes to sustainable educational environments that promote psychological resilience. SDG 8 – Decent Work and Economic Growth. Strengthening foundational competencies supports long-term human capital development, which is essential for sustainable economic participation.

1.7 Significance of SLRP Implementation to Educational, Socio-Economic, and Institutional Sustainability

This research contributes to educational sustainability by enhancing institutional capacity to recover learning losses and maintain instructional quality during crises. It advances socio-economic sustainability by promoting equitable access to education and reducing dropout risks, thereby supporting long-term workforce readiness. The study also supports institutional and policy sustainability by providing evidence-based insights to guide planning, resource allocation, and governance mechanisms within school systems. By generating a context-specific action plan, the research strengthens community resilience and ensures continuity of learning in the face of future disruptions.

2. Materials and methods

2.1 Research Design

The study utilized a descriptive survey research design to examine the implementation of the School Learning Recovery Plan. Descriptive statistics were used to summarize the extent of implementation and the frequency of challenges and coping strategies, while inferential statistics were applied to determine relationships between school profile characteristics and implementation factors, as well as differences in perceptions between school heads and teachers. A self-administered questionnaire served as the primary data collection instrument.

2.2 Locale of the Study

The study was conducted in May 2024 at Bataraza District I, Bataraza, Palawan. Bataraza is located at the southernmost tip of Palawan Island, approximately 225 kilometers from Puerto Princesa City and about four to five hours by land travel. The municipality has a total land area of 957 km². Bataraza District I comprises 31 public schools, including 25 elementary schools, 5 secondary schools, and 1 integrated school. Each school developed its own School Learning Recovery Plan aligned with the district's SLRP.

2.3 Respondents of the Study

The respondents included all school heads and selected teachers from the 31 public elementary and secondary schools in Bataraza District I. School heads were included as direct implementers of the SLRP, while teachers were considered frontline implementers. A total of 31 school heads and 300 elementary and secondary school teachers participated in the study.

2.4 Sample and Sampling Procedure

The study covered fiscal years 2022 and 2023 and focused exclusively on public elementary and secondary schools in Bataraza District I, as there are no private schools in the district. The research examined school profile characteristics, the extent of SLRP implementation as perceived by school heads and teachers, challenges encountered, and coping strategies applied. The extent of implementation was based solely on the perceptions of the respondents.

2.5 Research Instrument

Data were gathered using questionnaires adapted from Favila (2022). The questionnaire for school heads consisted of four parts: school profile, extent of implementation, challenges encountered, and coping strategies applied. The implementation scale ranged from Fully Implemented to Not Implemented; the challenges scale ranged from Always to Never; and the coping strategies scale ranged from Strongly Agree to Strongly Disagree. The teachers' questionnaire consisted of three parts: extent of implementation, challenges encountered, and coping strategies applied, using the same response scales. The instrument underwent validation by three experts, and a pre-test was conducted with at least five participants prior to full distribution.

2.6 Data Gathering Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent of the Division of Palawan, followed by approval from the Public Schools District Supervisors and consent from school heads and teacher-participants. The questionnaires were administered face-to-face. Respondents were informed of the study's purpose, assured that participation was voluntary and for research purposes only, and given a one-time allotment to complete the instrument. After collection, responses were tallied, tabulated, and prepared for statistical analysis.

2.7 Data Analysis Techniques

Statistical tools were used to analyze the data. Frequency counts and percentages described school profile characteristics. Mean and standard deviation were computed to determine the extent of SLRP implementation, challenges encountered, and coping strategies applied. Spearman's rho was used to test the relationship between school profile characteristics and implementation extent, while the Mann-Whitney U-test determined differences in perceptions between school heads and teachers. Interpretation ranges were established for implementation levels, frequency of challenges, and agreement on coping strategies to guide analysis and conclusion drawing.

2.8 Ethical Considerations

Permission was secured from the Public Schools District Supervisor of Bataraza District I and the respective school heads. Informed consent was obtained from all participants, and no personally identifiable information was disclosed in the study.

3. Results and Discussion

3.1 School Learning Recovery Plan Implementation in Bataraza District I

3.1.1 School Profile Characteristics

The district comprised 31 public schools, with the majority classified as elementary schools. Most school heads and teachers were assigned to elementary schools, and the majority of learners were enrolled at the elementary level. Most schools were categorized as small, and the dominant curricular offering was K–6. While all schools had canteens and playgrounds, many lacked science laboratories, ICT rooms, and meeting/tutorial rooms. A considerable number also lacked fully equipped libraries and reading hubs. These findings highlight infrastructural gaps that may influence program delivery. Similar concerns were identified by the Philippine Institute for Development Studies (PIDS), which reported significant infrastructure deficiencies in public schools. Marasigan & Abas (2025) emphasized inadequate laboratory facilities affecting science instruction, while Libangan (2025) reported low-profile library conditions in public secondary schools. The results suggest that while DepEd standards exist, implementation varies depending on school resources and context.

3.1.2 Extent of SLRP Implementation as Perceived by School Heads

Overall, elementary school heads perceived SLRP implementation as Implemented, while secondary school heads perceived it as Fully Implemented. Access and governance components were generally rated Fully Implemented across both groups. Quality was rated Implemented by elementary school heads and Fully Implemented by secondary school heads. Resiliency and well-being were perceived as Implemented in elementary schools and Fully Implemented in secondary schools. The findings suggest strong administrative commitment in implementing SLRP. Effective governance supports reform initiatives, as emphasized by Malabuyoc et al. (2020). The positive implementation ratings align with Corpuz (2024), who found that learning recovery initiatives were implemented in terms of catch-up plans and reintegration efforts. Differences in resiliency and well-being perceptions may reflect varying support mechanisms between school levels (David et al. 2020).

3.1.3 Extent of SLRP Implementation as Perceived by Teachers

Elementary teachers perceived SLRP implementation as Fully Implemented, while secondary teachers perceived it as Implemented. Elementary teachers rated access and quality more positively than secondary teachers. Both groups perceived resiliency and well-being as Implemented. Governance was rated Fully Implemented by elementary teachers and Implemented by secondary teachers. These results indicate structural differences in implementation. Elementary teachers, who handle self-contained classes, may find it easier to apply recovery strategies consistently, whereas departmentalized secondary structures present coordination challenges. Darling-Hammond et al. (2020) emphasized the importance of teacher professional development in improving instructional quality. Beltran et al. (2025) also noted that inclusivity efforts face barriers such as limited resources and training. Lower ratings for community mapping align with DepEd Order No. 44, s. 2015, and findings by Olua (2024) and Read and Atinc (2017), which identified implementation challenges in school mapping activities.

3.2 Relationship Between School Profile and SLRP Implementation

The results revealed no significant relationship between school profile variables and the extent of SLRP implementation across access, quality, resiliency and well-being, and governance dimensions. All computed values were not significant at the 0.05 level. This finding suggests that implementation was not dependent on school size, facilities, or enrollment. However, this contrasts with Otchere et al., (2019) and Chatzipanagiotou & Katsarou, (2023), who found that infrastructure positively influences academic outcomes. Hardiana et al. (2023) emphasized investment in facilities and teacher development to enhance implementation. The consistency observed may be attributed to centralized policies such as DepEd Order No. 29, s. 2022, which standardize implementation regardless of school profile.

3.3 Significant Difference Between School Heads' and Teachers' Perceptions

The Mann-Whitney U-test indicated no significant difference between the perceptions of school heads and teachers regarding overall SLRP implementation ($U=4685$; $p=0.813$). No significant differences were found across access, quality, resiliency, and governance components. Effect size results indicated a negligible relationship (Goos-Sampson, 2018). These findings suggest alignment in perceptions between administrators and teachers. This consistency supports Corpuz (2024), who reported no significant difference in assessments of learning recovery initiatives between school heads and teachers. The results imply shared understanding and coordinated implementation across roles.

3.4 Challenges Encountered in SLRP Implementation

3.4.1 Challenges Faced by School Heads

School heads generally Rarely encountered challenges across pre-implementation, implementation, and post-implementation phases. However, elementary school heads sometimes experienced issues related to identifying learning gaps, limited intervention time, and learner retention in reading and literacy skills. Secondary school heads identified insufficient time for intervention and remediation as a recurring concern. These challenges reflect broader national concerns. PISA 2018 results indicated low reading performance among Filipino learners. Tomas et al. (2021) found that many learners were at frustration reading levels. The World Bank's Human Capital Index estimates a 5.5-year learning gap in the Philippines. Ondras et al. (2023) further reported that teachers face overlapping tasks and limited time for remedial instruction.

3.4.2 Challenges Faced by Teachers

Teachers reported Sometimes encountering challenges throughout implementation phases. Burnout from ensuring learning continuity and completing urgent reports emerged as the most recurring issue. Other concerns included insufficient materials, limited training, parental support challenges, and learner retention difficulties. These findings align with Laguerta & Gamba (2024), who identified tight schedules, burnout, and resource limitations as major implementation barriers. Agyapong et al. (2022) linked burnout, anxiety, and depression to reduced teacher well-being and productivity. The results suggest that while SLRP is operational, workload and resource issues remain significant concerns.

3.5 Coping Strategies in SLRP Implementation

3.5.1 Coping Strategies of School Heads

School heads generally Strongly Agreed on employing coping strategies across all phases. The most consistently applied strategy was involving teachers in planning and crafting the SLRP. Other frequently applied strategies included prioritizing literacy and numeracy, conducting socio-emotional activities, strengthening partnerships, and building teacher capacity. These findings underscore the importance of collaborative leadership. Cardiño and Despi (2025) identified teacher commitment and collaboration as key facilitators of learning recovery success. Magno (2022) emphasized teacher involvement in planning as essential for program buy-in and effective implementation.

3.5.2 Coping Strategies of Teachers

Teachers Agreed on employing coping strategies across implementation phases. Frequently applied strategies included contextualizing instruction, prioritizing essential competencies, conducting remediation, and supporting learner well-being. However, learning camps and bridging programs were among the least employed strategies. Bete (2025) reported that structured reading programs are effective but constrained by limited time and resources. Rusuello et al. (2024) found that while learning camps yield positive outcomes, teachers face challenges in implementation. The findings indicate willingness among teachers to apply recovery strategies, though systemic constraints affect full execution.

3.6 Proposed Action Plan for Strengthening SLRP

The proposed action plan focuses on four dimensions: Access, Quality, Resiliency and Well-Being, and Governance. It outlines targeted objectives such as increasing learning material availability, strengthening parental involvement, adjusting schedules for remediation, contextualizing curriculum, building teacher capacity, implementing digital reporting systems, reducing ancillary tasks, and strengthening community partnerships. The plan emphasizes structured interventions, capacity building, resource optimization, and stakeholder collaboration. It aims to address identified gaps in reading proficiency, instructional time, teacher workload, and governance alignment to ensure sustained and effective implementation of the School Learning Recovery Plan.

4. Conclusion & Recommendations

The study concludes that the implementation of the School Learning Recovery Plan (SLRP) in Bataraza District I was generally operational across school levels, with elementary school heads and secondary teachers perceiving it as "Implemented," while secondary school heads and elementary teachers perceived it as "Fully Implemented." There was no significant difference between the perceptions of school heads and teachers regarding the extent of implementation. Access, governance, quality, and resiliency indicators were largely sustained, with readiness of classroom facilities, sustained child-friendly learning environments, and promotion of education for all learners receiving the highest implementation ratings, while conducting community mapping to capture school-aged children was least implemented. School heads strongly agreed on applying coping strategies, particularly involving teachers in planning and crafting the SLRP, while teachers agreed on applying strategies, most notably strictly following and implementing the MELCs, although learning camps and bridging programs were least employed. Key challenges included learners' low retention in literacy skills and learning gaps at the elementary level, insufficient time for intervention at the secondary level, and teacher burnout due to workload and reporting requirements.

It is recommended that the Department of Education issue updated regulations to strengthen SLRP implementation, conduct regular evaluations of its phases, allocate adequate funding, strengthen stakeholder engagement guidelines, and establish efficient feedback mechanisms. School heads should adhere to regulations in planning and crafting the SLRP, involve teachers in its development, strengthen stakeholder relationships particularly in community mapping, evaluate implementation phases systematically, and provide timely feedback to address emerging challenges. Teachers should provide accurate learner data to guide planning, implement intensive remediation and specialized intervention strategies, and communicate timely information regarding implementation issues. Future researchers are encouraged to replicate the study in other districts and school years to provide continuous data and broader insights into SLRP implementation.

This study was limited to public elementary and secondary schools in Bataraza District I and focused only on fiscal years 2022 and 2023. Findings were based on the perceptions of school heads and teachers and did not include private schools or other districts, which may limit the generalizability of the results to broader educational contexts.

Compliance with ethical standards

This study was conducted with formal permission from the Public Schools District Supervisor of Bataraza District I and the respective school heads. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. No personally identifiable information was disclosed, and all data were treated with confidentiality and used solely for research purposes.

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