

# Enhancing Teacher Efficiency and Elementary School Performance: Assessing the Implementation of the School Learning Recovery Plan

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## Abstract

The main objective of the study was to determine the relationship between the level of school learning recovery plan and teachers' efficiency and school performance of the selected elementary schools in Paete, Lumban and Luisiana Sub-Offices. Specifically, this study sought answers to the following: the level of profile of SLRP; the level of teachers' efficiency with regards to task completion, timeliness, instructional quality, flexibility and collaboration; the level of school performance relative to enrollment rate, achievement rate, graduation rate and drop- out rate. The SLRP implementation significant effect to the teachers; efficiency and school performance of selected elementary schools in Paete, Lumban and Luisiana sub-offices.

This study utilized the descriptive research approach, a reliable non-experimental research design. Findings were collected from 151 public elementary school teachers in Paete, Lumban and Luisiana Sub-Offices using a self-developed questionnaire. The questionnaire given to the respondents comprised fifty questions using a five-point rating scale.

Findings show that there is significant effect between school learning recovery plan and teachers' efficiency particularly school performance, in selected elementary schools within Paete, Lumban and Luisiana Sub-Offices. Therefore, emphasizing data-driven decision-making, collaborative inquiry, and reflective practice, SLRP enhances teacher efficacy and efficiency in task completion while promoting equitable access to high-quality education for all students.

Based on the findings, the following conclusions were formulated. There is a significant effect between the school learning recovery plan to the teachers' efficiency, thus the first hypothesis is rejected. In addition, there is significant effect between the school learning recovery plan and educational outcomes to the school's performance, thus rejecting the second hypothesis.

Based on the findings and conclusions of the study, the following are recommended. The school heads should continue to provide teachers with frequent workshops, seminars, and training sessions to assist them in staying current on the newest approaches to teaching, the integration of technology, and subject matter. Motivate them to obtain additional degrees or certificates in their area of expertise. The teachers continue to foster an atmosphere that supports ongoing development, fosters teacher excellence, and ultimately improves learning outcomes for youths.

*Keywords:* recovery plan; teacher efficacy; school performance

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## 1. Introduction

Instantaneous action is taken by the Department of Education to close and speed up the recovery of learning gaps. In response to the covid-19 pandemic, where learning gaps and losses were recognized as crucial to learners' development, the Division of Laguna decided to fill in those gaps for a select group of students by implementing a school learning recovery plan.

The Basic Education Learning Continuity Plan (BE-LCP) makes sure that even amid a pandemic, students' learning continues. Along with enhancing learner mastery of learning competencies and teacher performance, it also aims towards improving the standard of basic education. Rabor, J., Barredo, E., Opinio, K. M., & Carmona, V. (2022)

In addition to contingency plans for meeting the social-emotional needs of students, providing technology access and support to them, and ensuring their safety and wellbeing, a learning continuity plan typically includes guidelines and procedures for switching to alternative modes of instruction, such as online or distance learning. Teachers advised keeping track of student progress, helping underachievers, encouraging at-home learning, and offering instructional materials. This might provide teachers insight about their effectiveness and efficiency, as well as how well they are able to fulfill the needs of all learners and how this affects the performance of the school. Therefore, the purpose of this study was to evaluate how school learning recovery and continuity plan affected the teachers' efficiency and performance of elementary schools in Paete, Lumban and Luisiana sub-office.

### 1.1 Statement of the Problem

Specifically, it seeks answers to the following questions:

1. What is the level of SLRP in terms of:
  - 1.1. Literacy level
  - 1.2. Numeracy level
  - 1.3 Learning remediation and intervention
  - 1.4 Socio-emotional functioning, Mental Health, and Well-being
  - 1.5 Professional Development
2. What is the level of teachers' efficiency with regards to:
  2. 1 Task Completion
  - 2.2 Timeliness
  - 2.3 Instructional Quality
  - 2.4 Flexibility
  - 2.5 Collaboration
3. What is the level of schools' performance relative to:
  - 3.1 Enrollment rate
  - 3.2 Achievement rate
  - 3.3 Graduation rate
  - 3.4 Drop-out rate
4. Does the School Learning Recovery Plan Implementation has significant effect to the teacher's efficiency?
5. Does the School Learning Recovery Plan implementation have significant effect to the schools' performance?

## 2. Methodology

The study used descriptive research design since it wanted to know the effect of School Learning Recovery Plan to teachers' efficiency and performance of elementary schools in Paete Sub-office through a survey questionnaire which was the source of data.

According to Atmowardoyo, H. (2018) descriptive research aims to provide the most precise description of the phenomena that are now in existence. The term "existing phenomena" sets descriptive research apart from experiment research, which records the phenomena both while they are occurring and after a specific amount of time under treatment. The phenomena that have been documented in descriptive studies are already known. What is necessary for a researcher to do is collecting the available data using research instruments such as test, questionnaire, interview, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under the study.

## 3. Results and Discussion

This chapter presents, analyzes, and interprets the data that determined the significant relationship between School Learning Recovery Plan and teachers' efficiency and school performance.

### Status of Profile of School Learning Recovery Plan

The status of profile of SLRP in terms of literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development was treated statistically using the mean and standard deviation.

**Table 1. Status of Profile of SLRP in Terms of Literacy Level**

The teacher...	MEAN	SD	REMARKS
<i>...Identifies skills and competencies that are acquired by early grade learners as well as least learned skills and competencies that should be focused on instructional and/or intervention programs.</i>	4.55	0.65	Strongly Agree
<i>...measures learners' foundations skills in numeracy in elementary grades.</i>	0.68	0.50	
<i>...tracks the effectiveness of the intervention from pre-test to post test.</i>	4.68	0.52	Strongly Agree
<i>...determines how learners in need are performing over-all compared to the pre-test results.</i>	4.57	0.61	Strongly Agree
<i>...monitors and evaluate procedures using monitoring and evaluating tool (M and E Tool).</i>	4.61	0.59	Strongly Agree

Strongly Agree

**Weighted Mean** 4.62  
**SD** 0.57  
**Verbal Interpretation** Very Highly Implemented

Table 1 shows the level of SLRP Profile in terms of literacy level. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they track the effectiveness of the intervention from pre-test to post-test. The mean and standard deviation ( $M = 4.68$  and  $SD=0.52$ ) suggests a high level of SLRP Profile in terms of literacy level. On the other hand, the learner's also strongly agrees that the respondents monitors and evaluate procedures using monitoring and evaluating tool (M and E Tool). While the mean and standard deviation are slightly lower ( $M = 4.61$  and  $SD = 0.59$ ), it still indicates a high level of SLRP Profile in terms of literacy level.

**Table 2. Status of Profile of SLRP in Terms of Numeracy Level**

The teacher...	MEAN	SD	REMARKS
<i>...conducts school information dissemination to all teacher concerns.</i>	4.60	0.54	Strongly Agree
<i>...utilizes pre-reading assessment to identify learning gaps in each key stage.</i>	4.61	0.59	
<i>...integrates reading across different learning areas.</i>	4.57	0.56	Strongly Agree
<i>...strengthens communication to external stakeholders to promote love for reading.</i>	4.56	0.56	Strongly Agree
<i>...identify the impacts of the conducted reading intervention that address learning gaps.</i>			Strongly Agree
	4.52	0.66	
			Strongly Agree
<b>Weighted Mean</b>	4.57		
<b>SD</b>	0.58		
<b>Verbal Interpretation</b>	Very Highly Implemented		

Table 2 shows the level of SLRP Profile in terms of numeracy. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they can utilize pre-reading assessment to identify learning gaps in each key stage. The mean and standard deviation ( $M = 4.61$  and  $SD=0.59$ ) suggests a high level of teaching methodologies in terms of numeracy level. On the other hand, the respondents also strongly agree that they

conduct school information dissemination to all teachers concerned. While the mean and standard deviation are slightly lower ( $M = 4.60$  and  $SD = 0.54$ ), it still indicates a high level of teaching methodologies in terms of numeracy level.

The level of SLRP Profile in terms of numeracy level attained a weighted mean score of 4.57 and a standard deviation of 0.58, verbally interpreted as *very high implemented* among the respondents.

**Table 3. Status of Profile of SLRCP in Terms of Learning Remediation and Intervention**

The teacher...	MEAN	SD	REMARKS
...attains a particular learning objectives or targets that were defined as part of the intervention strategy.	4.59	0.56	Strongly Agree
...conducts regular evaluation and result from standardized tests that demonstrate development over time.	4.55	0.56	
...help learners overcome difficulties by providing targeted support and resources.	4.56	0.60	Strongly Agree
...monitors the learners' development that shows the effectiveness of the intervention.	4.58	0.64	Strongly Agree
...directs feedback from parents or guardians regarding to the development in numeracy and literacy of the learner.			Strongly Agree
	4.52	0.66	
<b>Weighted Mean</b>	4.56		Strongly Agree
<b>SD</b>	0.61		
<b>Verbal Interpretation</b>	Very Highly Implemented		

Table 3 shows the level of SLRP Profile in terms of learning remediation and intervention. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that the teachers attain learning objectives or targets that were defined as part of the intervention strategy. The mean and standard deviation ( $M = 4.59$  and  $SD=0.59$ ) suggests a high level of status of SLRP in terms of learning remediation and intervention. On the other hand, the respondents also strongly agree that they monitor the learners' development that shows the effectiveness of the intervention. While the mean and standard deviation are slightly lower ( $M = 4.58$  and  $SD = 0.64$ ), it still indicates a high level of SLRP status in terms of learning remediation and intervention.

The level of SLRP Profile in terms of learning remediation and intervention attained a weighted mean score of 4.56 and a standard deviation of 0.61, verbally interpreted as *very high implemented* among the respondents.

**Table 4. Status of Profile of SLRCP in Terms of Socio-Emotional Functioning, Mental Health, and Well-being**

The teacher...	MEAN	SD	REMARKS
<i>...tracks the students' attendance.</i>	4.82	0.38	Strongly Agree
<i>...disseminates information regarding to school policies on bullying to parents and learners.</i>	4.77	0.45	
<i>...notifies the parents on the pupils' academic and health status.</i>	4.74	0.49	Strongly Agree
<i>...considers students who are members of the underprivileged group.</i>	4.72	0.46	Strongly Agree
<i>...conducts home visitation to learners at risk.</i>	4.64	0.57	Strongly Agree
<b>Weighted Mean</b>	4.74		
<b>SD</b>	0.47		
<b>Verbal Interpretation</b>	Very Highly Implemented		

Table 4 shows the level of SLRP Profile in terms of socio-emotional functioning, mental health, and well-being. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that the teachers track the students' attendance. The mean and standard deviation ( $M = 4.82$  and  $SD = 0.38$ ) suggests a high level of status of SLRP in terms socio-emotional functioning, mental health, and well-being. On the other hand, the respondents also strongly agree that disseminate information regarding to school policies on bullying to parents and learners. While the mean and standard deviation are slightly lower ( $M = 4.77$  and  $SD = 0.45$ ), it still indicates a high level of status of SLRP in terms socio-emotional functioning, mental health, and well-being

The status of profile of SLRP in terms of socio-emotional functioning, mental health, and well-being attained a weighted mean score of 4.74 and a standard deviation of 0.47, verbally interpreted as *very high* implemented among the respondents.

**Table 5. Status of Profile of SLRCP in Terms of Professional Development**

The teacher...	MEAN	SD	REMARKS
<i>...attends seminar that provide technical assistance for their teaching.</i>	4.75	0.43	Strongly Agree
<i>...continuously pursues post graduate education as part of one's professional development.</i>	4.48	0.85	
<i>...actively conducts action research to stay updated and improve skills further.</i>	4.06	1.05	Strongly Agree

...provide professional reflection and learning to improve practice.

4.44                      0.77

Strongly Agree

sets professional development goals.

4.64                      0.55

Strongly Agree

**Weighted Mean**

4.47

**SD**

0.73

**Verbal Interpretation**

Very Highly Implemented

Table 5 shows the level of SLRP Profile in terms of professional development. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they attend seminars that provide technical assistance for their teaching. The mean and standard deviation ( $M = 4.75$  and  $SD=0.43$ ) suggests a high level of status of SLRP in terms of professional development. On the other hand, the respondents also strongly agree that they set professional development goals. While the mean and standard deviation are slightly lower ( $M = 4.64$  and  $SD = 0.55$ ), it still indicates a high level of SLRP profile in terms professional development.

The level of SLRP profile of in terms of professional development. attained a weighted mean score of 4.47 and a standard deviation of 0.73, verbally interpreted as *very high* implemented among the respondents.

#### Level of Teachers' Efficiency

The level of teachers' efficiency with regards to task completion, timeliness, instructional quality, flexibility, and collaboration was treated statistically using the mean and standard deviation.

**Table 6. Level of Teachers' Efficiency with regards to Task Completion**

The teacher...	MEAN	SD	REMARKS
...sets clear goals and breaking tasks into manageable steps.	4.61	0.55	Strongly Agree
...prioritizes based on importance and deadlines and maintaining focus and adapting plans as needed.	4.63	0.56	
...yields the necessary reports needed earlier than the due date.	4.55	0.63	Strongly Agree
...demonstrates commitment to seeing projects through to completion.	4.58	0.55	Strongly Agree

*...finishes assign tasks systematically and timely.*

4.57                      0.59

Strongly Agree

**Weighted Mean**                      4.59  
**SD**                                      0.58  
**Verbal Interpretation**              Very Highly Implemented

Table 6 shows the level of teacher's efficiency with regards to task completion. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they prioritize based on importance and deadlines and maintaining focus and adapting plans as needed. The mean and standard deviation ( $M = 4.63$  and  $SD=0.56$ ) suggests a high-level teacher's efficiency with regards to task completion. On the other hand, the respondents also strongly agree that they set clear goals and breaking tasks into manageable steps. While the mean and standard deviation are slightly lower ( $M = 4.61$  and  $SD = 0.55$ ), it still indicates a high level of teacher's efficiency with regards to task completion.

The level of teachers' efficiency with regards to task completion attained a weighted mean score of 4.59 and a standard deviation of 0.58, verbally interpreted as *very high implemented* among the respondents.

**Table 7. Level of Teachers' Efficiency with Regards to Timeliness**

The teacher...	MEAN	SD	REMARKS
<i>...consistently on time for classes.</i>	4.65	0.57	Strongly Agree
<i>...demonstrates reliability and respect for learners' time.</i>	4.77	0.45	
<i>...timely submits the necessary reports and obligations.</i>	4.65	0.58	Strongly Agree
<i>...sets positive example and fosters a disciplined environment</i>	4.73	0.48	Strongly Agree
<i>...arrives at different events and gatherings related to school activities on time.</i>	4.69	0.52	Strongly Agree



Strongly Agree

**Weighted Mean** 4.70  
**SD** 0.52  
**Verbal Interpretation** Very Highly Implemented

Table 7 shows the level of teacher's efficiency with regards to timeliness. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they demonstrate reliability and respect for learners' time. The mean and standard deviation ( $M = 4.63$  and  $SD = 0.56$ ) suggests a high-level teacher's efficiency with regards to task completion. On the other hand, the respondents also strongly agree that they are consistently on time for classes. While the mean and standard deviation are slightly lower ( $M = 4.65$  and  $SD = 0.57$ ), it still indicates a high level of teacher's efficiency with regards to timeliness

The level of teachers' efficiency with regards to timeliness. attained a weighted mean score of 4.70 and a standard deviation of 0.52, verbally interpreted as *very high* implemented among the respondents.

**Table 8. Level of Teachers' Efficiency with Regards to Instructional Quality**

The teacher...	MEAN	SD	REMARKS
<i>...incorporates discussion, group activity, and practical experience to actively involve the students in the learning process.</i>	4.69	0.49	Strongly Agree
<i>...applies a variety of strategies to foster higher-order thinking skills as well as critical and creative thinking.</i>	4.63	0.56	Strongly Agree
<i>...uses variety of teaching methods and strategies to suit the varying types of learners learning styles and skills of the pupils.</i>	4.69	0.51	Strongly Agree
<i>...establishes a friendly, positive, and learning-oriented atmosphere in the classroom.</i>	4.75	0.45	Strongly Agree
<i>...employs suitable instructional materials including ICT to meet learning objectives.</i>	4.61	0.61	Strongly Agree
<b>Weighted Mean</b>	4.67		
<b>SD</b>	0.52		
<b>Verbal Interpretation</b>	Very Highly Implemented		

Table 8 shows the level of teacher's efficiency with regards to instructional quality. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they establish a friendly, positive, and learning-oriented

atmosphere in the classroom. The mean and standard deviation ( $M = 4.75$  and  $SD=0.45$ ) suggests a high-level teacher's efficiency with regards to instructional quality. On the other hand, the respondents also strongly agree that they incorporate discussions, group activity and practical experience to actively involve the students in the learning process. While the mean and standard deviation are slightly lower ( $M = 4.69$  and  $SD = 0.49$ ), it still indicates a high level of teacher's efficiency with regards to instructional quality.

The level of teachers' efficiency with regards to timeliness, attained a weighted mean score of 4.67 and a standard deviation of 0.52, verbally interpreted as *very high implemented* among the respondents.

**Table 9. Level of Teachers' Efficiency with Regards to Flexibility**

The teacher...	MEAN	SD	REMARKS
...completes task according to standards and deadline.	4.67	0.53	Strongly Agree
...adapts and learn new things without experiencing unfavorable impacts.	4.54	0.60	
...embraces and incorporate technology tools to enhance learning experiences and keeps pace with evolving educational tools.	4.62	0.53	Strongly Agree
...recognizes and adjusts to unforeseen modifications to the curriculum, educational regulations, or classroom setup.	4.58	0.60	
...manages their working hours to create a better work-life balance.	4.64	0.59	Strongly Agree
<b>Weighted Mean</b>	4.61		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	Very Highly Implemented		

Table 9 shows the level of teacher's efficiency with regards to flexibility. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they complete tasks according to standards and deadlines. The mean and standard deviation ( $M = 4.67$  and  $SD=0.53$ ) suggests a high-level teacher's efficiency with regards to flexibility. On the other hand, the respondents also strongly agree that managing their working hours to create a better work-life balance. While the mean and standard deviation are slightly lower ( $M = 4.64$  and  $SD = 0.59$ ), it still indicates a high level of teacher's efficiency with regards to flexibility.

The level of teachers' efficiency with regards to flexibility, attained a weighted mean score of 4.61 and a standard deviation of 0.59, verbally interpreted as *very high implemented* among the respondents.

**Table 10. Level of Teachers' Efficiency with Regards to Collaboration**

The teacher...	MEAN	SD	REMARKS
...fulfills his or her part of responsibilities.	4.81	0.43	Strongly Agree
...demonstrates adaptability, active listening and openness to diverse perspectives and willingness to share ideas.	4.72	0.49	
...converse to the parents and learners who are struggling in their studies.	4.79	0.44	Strongly Agree
...fosters an environment of mutual respect and cooperation.	4.74	0.47	Strongly Agree
....works cooperatively across organizations to achieve the aims and objectives of the organization.	4.79	0.44	
<b>Weighted Mean</b>	4.77		Strongly Agree
<b>SD</b>	0.45		
<b>Verbal Interpretation</b>	Very Highly Implemented		

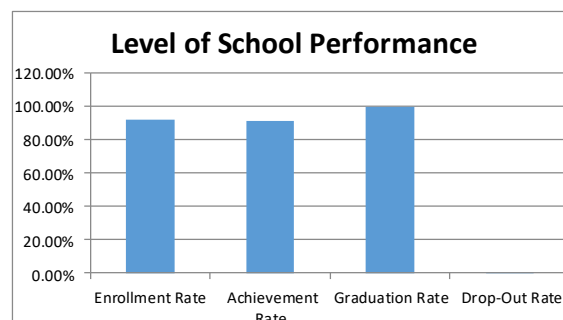
Table 10 shows the level of teacher's efficiency with regards to collaboration. Also shows the statements, mean, standard deviation and remarks.

The respondents strongly agree that they fulfill his or her part of responsibilities. The mean and standard deviation ( $M = 4.81$  and  $SD=0.43$ ) suggests a high-level teacher's efficiency with regards to collaboration. On the other hand, the respondents also strongly agree that they converse to the parents and learners who are struggling in their studies While the mean and standard deviation are slightly lower ( $M = 4.79$  and  $SD = 0.44$ ), it still indicates a high level of teacher's efficiency with regards to collaboration.

The level of teachers' efficiency with regards to collaboration. attained a weighted mean score of 4.77 and a standard deviation of 0.45, verbally interpreted as *very high implemented* among the respondents.

### Level of School Performance

The level of school performance relative to enrolment rate, achievement rate, graduation rate and drop-out rate was treated using the bar graph.



### Figure 1. Performance level of the respondents in Terms of OPCRf

Figure 1 illustrates the performance level of the respondents in terms of OPCRf. Additionally indicates frequency and year of ratings.

The figure illustrates the performance level of the respondents in terms of OPCRf, with all the respondents getting 4.18 from 2020 to 2022, which was verbally interpreted as very satisfactory.

In summary, the consistent attainment of very satisfactory ratings on OPCR forms reflects a positive organizational culture that prioritizes excellence, professionalism, and accountability among jail personnel. Clear performance expectations, aligned with institutional goals and values, foster a culture of high performance and continuous improvement.

### Test of Significant Effect of SLRP Implementation on Teacher's Efficiency

To test the significant effect of SLRP Implementation on teacher's efficiency with regards to task completion, timeliness, instructional quality, flexibility, and collaboration was treated statistically using Jamovi 2.3.28 using the regression analysis.

**Table 11. Significant Effect of SLRP Implementation on Teacher's Efficiency with Regards to Task Completion**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.232	0.384		3.209	0.002
<i>Literacy level</i>	.196	0.119	0.185	1.649	.101
<i>Numeracy level</i>	-.138	0.111	-0.138	-1.237	.218
<i>Learning Remediation and Intervention</i>	.463	0.108	0.480	4.297	<.001
<i>Socio-emotional functioning, Mental Health, and Well-being</i>	.045	0.112	0.034	0.400	.690
<i>Professional Development</i>	.170	0.068	0.196	2.493	.014

R = .681; R<sup>2</sup> = .464; Adj. R<sup>2</sup> = .445

F(5, 145) = 25.1; p < .001

Table 11 shows significant effect of School Learning Recovery Plan on Teachers' Efficiency with regards to task completion.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 46.40% of the variance is explained by the five predictors,  $F(5, 145) = 25.1$ ,  $p < .001$ . Specially, learning remediation and intervention ( $B = .48$ ,  $t = 4.30$ ,  $p < .001$ ) and professional development ( $B = .20$ ,  $t = 2.49$ ,  $p = .014$ ) are both positively affect with teacher's efficiency with regards to task completion. On the other hand, literacy level ( $B = .79$ ,  $t = 1.65$ ,  $p = .101$ ), numeracy level ( $B = -.14$ ,  $t = -1.24$ ,  $p = .218$ ) and socio-emotional functioning, mental health, and well-being ( $B = .03$ ,  $t = 0.40$ ,  $p = .690$ ) are not significantly

affected by outcome variables.

In summary, the implementation of School Learning Recovery Plan (SLRP) programs has significant effects on learning remediation, intervention strategies, and professional development for teachers. By emphasizing data-driven decision-making, collaborative inquiry, and reflective practice, SLRP enhances teacher efficacy and efficiency in task completion while promoting equitable access to high-quality education for all students. Moving forward, continued research and investment in SLRP initiatives are essential to sustainably improve student outcomes and foster a culture of lifelong learning within educational communities.

While, SLRP implementation aims to enhance literacy levels, numeracy levels, socio-emotional functioning, mental health, and well-being among students, the effects may not always reach statistical significance. Contextual factors, individual differences, and the multifaceted nature of student development contribute to the variability in outcomes observed within SLRP initiatives. While non-significant effects do not discount the value of SLRP programs, they underscore the need for nuanced evaluation frameworks, comprehensive supports, and ongoing refinement of intervention strategies to address diverse learning needs effectively. Moving forward, continued research and collaboration are essential to inform evidence-based practices and optimize the impact of SLRCP on student outcomes and teacher efficiency in task completion.

**Table 12. Significant Effect of SLRP Implementation on Teacher's Efficiency with Regards to Timeliness**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.389	0.324		4.288	<.001
Literacy level	.058	0.100	0.065	0.579	.564
Numeracy level	.037	0.094	0.044	0.394	.694
Learning Remediation and Intervention	.109	0.091	0.133	1.196	.234
Socio-emotional functioning, Mental Health, and Well-being	.275	0.095	0.249	2.904	.004
Professional Development	.240	0.058	0.326	4.161	< .001

$R = .686$ ;  $R^2 = .470$ ; Adj.  $R^2 = .452$

$F(5, 145) = 25.8$ ;  $p < .001$

Table 12 shows significant effect of School Learning Recovery Plan on Teachers' Efficiency with regards to timeliness

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 47.00% of the variance is explained by the five predictors,  $F(5, 145) = 25.8$ ,  $p < .001$ . Specially, socio-emotional functioning, mental health, and well-being ( $B = .25$ ,  $t = 2.90$ ,  $p = .004$ ) and professional development ( $B = .33$ ,  $t = 4.16$ ,  $p < .001$ ) are both positively affect with teacher's efficiency with regards to timeliness. On the other hand, literacy level ( $B = .07$ ,  $t = 0.58$ ,  $p = .564$ ), numeracy level ( $B = .04$ ,  $t = 0.39$ ,  $p = .694$ ) and learning remediation and intervention ( $B = .13$ ,  $t = 1.20$ ,  $p = .234$ ) are not significantly affected by

outcome variables.

In summary, SLRP implementation significantly impacts socio-emotional functioning, mental health, well-being, and professional development, thereby enhancing teacher efficiency with regards to timeliness. By prioritizing socio-emotional development and providing targeted professional development opportunities, SLRP programs create supportive learning environments where students thrive academically and emotionally. Moving forward, continued investment in SLRP initiatives is essential to sustainably improve student outcomes and foster a culture of lifelong learning within educational communities.

While, SLRP implementation aims to improve literacy level, numeracy level, and learning remediation and intervention strategies, the effects may not always reach statistical significance. Factors such as the complexity of student learning, diverse learning needs, and logistical constraints may influence the outcomes observed within SLRP initiatives. While non-significant effects do not discount the value of SLRP programs, they underscore the need for ongoing evaluation, refinement of intervention strategies, and support for teachers to enhance efficiency with regards to timeliness. Moving forward, continued research and collaboration are essential to inform evidence-based practices and optimize the impact of SLRP on student outcomes and teacher efficiency in addressing learning needs promptly. And optimize the impact of SLRP on student outcomes and teacher efficiency in task completion.

**Table 13. Significant Effect of SLRP Implementation on Teacher's Efficiency with Regards to Instructional Quality**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.224	0.308		3.969	<.001
<i>Literacy level</i>	.294	0.095	0.314	3.079	.002
<i>Numeracy level</i>	-.015	0.089	-0.017	-0.167	.867
<i>Learning Remediation and Intervention</i>	.238	0.087	0.292	2.753	.007
<i>Socio-emotional functioning, Mental Health, and Well-being</i>	.051	0.090	0.045	0.568	.571
<i>Professional Development</i>	.187	0.055	0.244	3.406	<.001

R = .747; R<sup>2</sup> = .558; Adj. R<sup>2</sup> = .542

F(5, 145) = 36.5; p <.001

Table 13 shows significant effect of School Learning Recovery Plan on Teachers' Efficiency with regards to instructional quality.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 55.80% of the variance is explained by the five predictors,  $F(5, 145) = 36.5$ ,  $p < .001$ . Specially, literacy level ( $B = .31$ ,  $t = 1.08$ ,  $p = .002$ ), learning remediation and intervention ( $B = .29$ ,  $t = 2.75$ ,  $p = .007$ ) and professional development ( $B = .24$ ,  $t = 3.41$ ,  $p < .001$ ) are positively affect with teacher's efficiency

with regards to instructional quality. On the other hand, numeracy level ( $B=-.02$ ,  $t=-0.17$ ,  $p=.867$ ) and socio-emotional functioning, mental health, and well-being ( $B=.05$ ,  $t=0.57$ ,  $p=.571$ ) are not significantly affected by outcome variables.

In conclusion, SLRP implementation significantly impacts literacy level, learning remediation and intervention, and professional development, thereby enhancing teacher efficiency with regards to instructional quality. By prioritizing literacy development, providing targeted interventions, and investing in teacher capacity-building, SLRP programs create supportive learning environments where all students have access to high-quality instruction that promotes academic success and fosters lifelong learning. Moving forward, continued research and investment in SLRP initiatives are essential to sustainably improve student outcomes and promote instructional excellence within educational communities.

While, non-significant effects do not discount the value of SLRP programs, they underscore the need for nuanced evaluation frameworks, comprehensive supports, and ongoing refinement of intervention strategies to address diverse learning needs effectively. Moving forward, continued research and collaboration are essential to inform evidence-based practices and optimize the impact of SLRP on student outcomes and teacher efficiency with regards to instructional quality of SLRP on student outcomes and teacher efficiency in instructional quality.

**Table 14. Significant Effect of SLRP Implementation on Teacher's Efficiency with Regards to Flexibility**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.232	0.384		3.209	0.002
Literacy level	.196	0.119	0.185	1.649	.101
Numeracy level	-.138	0.111	-0.138	-1.237	.218
Learning Remediation and Intervention	.463	0.108	0.480	4.297	<.001
Socio-emotional functioning, Mental Health, and Well-being	.045	0.112	0.034	0.400	.690
Professional Development	.170	0.068	0.196	2.493	.014

R = .681;  $R^2 = .464$ ; Adj.  $R^2 = .445$   
 $F(5, 145) = 25.1$ ;  $p < .001$

Table 14 shows significant effect of School Learning Recovery Plan on Teachers' Efficiency with regards to flexibility.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 46.40% of the variance is explained by the five predictors,  $F(5, 145) = 25.1$ ,  $p < .001$ . Specially, learning remediation and intervention ( $B=.48$ ,  $t=4.30$ ,  $p < .001$ ) and professional development ( $B=.20$ ,  $t=2.49$ ,  $p=.014$ ) are both positively affect with teacher's efficiency with regards to flexibility. On the other hand, literacy level ( $B=.79$ ,  $t=1.65$ ,  $p=.101$ ), numeracy level ( $B=-.14$ ,  $t=-1.24$ ,  $p=.218$ )

and socio-emotional functioning, mental health, and well-being ( $B=.03$ ,  $t=0.40$ ,  $p=.690$ ) are not significantly affected by outcome variables.

In conclusion, the implementation of School Learning Recovery Plan (SLRP) programs has significant effects on learning remediation, intervention strategies, and professional development for teachers. By emphasizing data-driven decision-making, collaborative inquiry, and reflective practice, SLRP enhances teacher efficacy and efficiency in task completion while promoting equitable access to high-quality education for all students. Moving forward, continued research and investment in SLRP initiatives are essential to sustainably improve student outcomes and foster a culture of lifelong learning within educational communities.

While, SLRP implementation aims to enhance literacy levels, numeracy levels, socio-emotional functioning, mental health, and well-being among students, the effects may not always reach statistical significance. Contextual factors, individual differences, and the multifaceted nature of student development contribute to the variability in outcomes observed within SLRP initiatives. While non-significant effects do not discount the value of SLRP programs, they underscore the need for nuanced evaluation frameworks, comprehensive supports, and ongoing refinement of intervention strategies to address diverse learning needs effectively. Moving forward, continued research and collaboration are essential to inform evidence-based practices and optimize the impact of SLRCP on student outcomes and teacher efficiency in task completion.

**Table 15. Significant Effect of SLRP Implementation on Teacher's Efficiency with Regards to Collaboration**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.232	0.384		3.209	0.002
Literacy level	.196	0.119	0.185	1.649	.101
Numeracy level	-.138	0.111	-0.138	-1.237	.218
Learning Remediation and Intervention	.463	0.108	0.480	4.297	<.001
Socio-emotional functioning, Mental Health, and Well-being	.045	0.112	0.034	0.400	.690
Professional Development	.170	0.068	0.196	2.493	.014

$R = .681$ ;  $R^2 = .464$ ; Adj.  $R^2 = .445$

$F(5, 145) = 25.1$ ;  $p < .001$

Table 15 shows significant effect of School Learning Recovery Plan on Teachers' Efficiency with regards to collaboration.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 46.40% of the variance is explained by the five predictors,  $F(5,145) = 25.1$ ,  $p < .001$ . Specially, learning remediation and intervention ( $B=.48$ ,  $t=4.30$ ,  $p < .001$ ) and professional development ( $B=.20$ ,  $t=2.49$ ,  $p=.014$ ) are both positively affect with teacher's efficiency with regards to



collaboration. On the other hand, literacy level ( $B=.79$ ,  $t=1.65$ ,  $p=.101$ ), numeracy level ( $B=-.14$ ,  $t=-1.24$ ,  $p=.218$ ) and socio-emotional functioning, mental health, and well-being ( $B=.03$ ,  $t=0.40$ ,  $p=.690$ ) are not significantly affected by outcome variables.

In conclusion, the implementation of School Learning Recovery Plan (SLRP) programs has significant effects on learning remediation, intervention strategies, and professional development for teachers. By emphasizing data-driven decision-making, collaborative inquiry, and reflective practice, SLRP enhances teacher efficacy and efficiency in task completion while promoting equitable access to high-quality education for all students. Moving forward, continued research and investment in SLRP initiatives are essential to sustainably improve student outcomes and foster a culture of lifelong learning within educational communities.

While, SLRP implementation aims to enhance literacy levels, numeracy levels, socio-emotional functioning, mental health, and well-being among students, the effects may not always reach statistical significance. Contextual factors, individual differences, and the multifaceted nature of student development contribute to the variability in outcomes observed within SLRP initiatives. While non-significant effects do not discount the value of SLRP programs, they underscore the need for nuanced evaluation frameworks, comprehensive supports, and ongoing refinement of intervention strategies to address diverse learning needs effectively. Moving forward, continued research and collaboration are essential to inform evidence-based practices and optimize the impact of SLRP on student outcomes and teacher efficiency in task completion.

### Test of Significant Effect of SLRP Implementation on School Performance

To test the significant effect of SLRP implementation on school performance in terms of enrollment rate, achievement rate, graduation rate and drop-out rate was treated statistically using Jamovi 2.3.28 using the regression analysis.

**Table 16. Significant Effect of SLRP Implementation on School Performance in Terms of Enrollment rate**

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	0.947	0.041		22.957	.072
Literacy level	.008	0.012	0.102	0.675	.501
Numeracy level	-2.760	0.024	-0.003	-0.022	.982
Learning Remediation and Intervention	.002	0.011	0.022	0.148	.882
Socio-emotional functioning, Mental Health, and Well-being	-.018	0.011	-0.178	-1.686	.094
Professional Development	.005	0.007	0.072	0.691	.491

$R = .163$ ;  $R^2 = .0266$ ; Adj.  $R^2 = -0.00697$

$F(5, 145) = 0.792$ ;  $p = .557$

Table 16 shows significant effect of School Learning Recovery Plan implementation in terms of enrollment rate.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level,

learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 2.66% of the variance is explained by the five predictors,  $F(5,145) = 0.792$ ,  $p < .557$ . All predictor variables, Literacy level ( $B = 0.102$ ,  $t = 0.675$ ,  $p = .501$ ), Numeracy level ( $B = -0.003$ ,  $t = -0.022$ ,  $p = .982$ ), Learning Remediation and Intervention ( $B = 0.022$ ,  $t = 0.148$ ,  $p = .882$ ), Socio-emotional functioning, Mental Health, and Well-being ( $B = -0.178$ ,  $t = -1.686$ ,  $p = .094$ ) and Professional Development ( $B = 0.072$ ,  $t = .691$ ,  $p = .491$ ) are not significantly affected the outcome variable.

In summary, instances of non-significant effects of SLRP implementation on enrollment rates in elementary schools within Paete, Lumban, and Luisiana Sub-Office may arise from various contextual factors and implementation challenges across multiple domains. While SLRP aims to improve educational outcomes and potentially influence enrollment rates indirectly, addressing these challenges requires a comprehensive approach that considers various factors influencing enrollment decisions.

**Table 17. Significant Effect of SLRP Implementation on School Performance in Terms of Achievement rate**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.975	0.086		11.366	.525
Literacy level	0.005	0.024	0.031	0.201	.836
Numeracy level	-.001	0.026	-0.007	-0.047	.962
Learning Remediation and Intervention	-.020	0.023	-0.132	-0.884	.378
Socio-emotional functioning, Mental Health, and Well-being	0.016	0.022	0.075	0.714	.476
Professional Development	-0.015	0.014	-0.109	-1.046	.297

$R = .168$ ;  $R^2 = .0281$ ; Adj.  $R^2 = -0.006543$

$F(5, 145) = 0.838$ ;  $p = .525$

Table 17 shows significant effect of School Learning Recovery Plan implementation in terms of achievement rate.

The table shows the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 2.81 % of the variance is explained by the five predictors,  $F(5,145) = 0.838$ ,  $p < .525$ . All predictor variables, Literacy level ( $B = 0.031$ ,  $t = 0.201$ ,  $p = .836$ ), Numeracy level ( $B = -0.007$ ,  $t = -0.047$ ,  $p = .962$ ), Learning Remediation and Intervention ( $B = -0.132$ ,  $t = -0.884$ ,  $p = .378$ ), Socio-emotional functioning, Mental Health, and Well-being ( $B = 0.075$ ,  $t = 0.714$ ,  $p = .476$ ) and Professional Development ( $B = -0.109$ ,  $t = -1.046$ ,  $p = .297$ ) are not significantly affected the outcome variable.

In summary, instances of non-significant effects of SLRP implementation on achievement rates in elementary schools within Paete, Lumban, and Luisiana Sub-Office may stem from various contextual factors and implementation challenges across multiple domains. Addressing these challenges requires a

comprehensive approach that considers the interplay of various factors influencing school performance and student outcomes. Further research, ongoing evaluation, and adaptation of SLRP strategies are essential to enhance the effectiveness of interventions and support holistic student development.

**Table 18. Significant Effect of SLRP Implementation on School Performance in Terms of Graduation rate**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.990	0.0089		111.387	.526
<i>Literacy level</i>	0.002	0.003	0.168	1.115	.267
<i>Numeracy level</i>	0.002	0.003	0.105	0.684	.105
<i>Learning Remediation and Intervention</i>	-0.001	0.002	-0.092	-0.611	.542
<i>Socio-emotional functioning, Mental Health, and Well-being</i>	-0.002	0.002	-0.098	-0.329	.354
<i>Professional Development</i>	2.180	0.002	0.015	0.145	.885

R = .167; R<sup>2</sup> = .0280; Adj. R<sup>2</sup> = -0.00547  
 F(5, 145) = 0.837; p .526

Table 16 shows significant effect of School Learning Recovery Plan implementation in terms of graduation rate.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 2.80 % of the variance is explained by the five predictors,  $F(5,145) = 0.837$ ,  $p < .526$ . All predictor variables, Literacy level ( $B = 0.168$ ,  $t = 1.115$ ,  $p .267$ ), Numeracy level ( $B = 0.105$ ,  $t = 0.684$ ,  $p .105$ ), Learning Remediation and Intervention ( $B = -0.092$ ,  $t = -0.611$ ,  $p .542$ ), Socio-emotional functioning, Mental Health, and Well-being ( $B = -0.098$ ,  $t = -0.329$ ,  $p .354$ ) and Professional Development ( $B = 0.015$ ,  $t = 0.145$ ,  $p .885$ ) are not significantly affected the outcome variable.

In summary, instances of non-significant effects of SLRP implementation on graduation rates in elementary schools within Paete, Lumban, and Luisiana Sub-Office may arise from various contextual factors and implementation challenges across multiple domains. While SLRCP aims to improve educational outcomes and potentially influence graduation rates indirectly, addressing these challenges requires a comprehensive approach that considers various factors influencing graduation decisions.

**Table 19. Significant Effect of SLRP Implementation on School Performance in Terms of Drop-out rate**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

(Constant)	0.002	0.005		0.512	.610
Literacy level	-0002	0.001	-0.176	-1.163	.247
Numeracy level	-2.380	0.001	-0.025	-0.162	.872
Learning Remediation and Intervention	5.300	0.001	0.061	0.404	.687
Socio-emotional functioning, Mental Health, and Well-being	.001	0.001	0.110	1.042	.299
Professional Development	-1.450	8.180	-0.018	-0.177	.860

$R = .143$ ;  $R^2 = .0205$ ; Adj.  $R^2 = -0.0133$

$F(5, 145) = 0.607$ ;  $p .694$

Table 19 shows significant effect of School Learning Recovery Plan implementation in terms of drop-out rate.

The table showed the unstandardized coefficients, standardized coefficients, t-values, and p-values for each predictor variable. The analysis included five predictor variables: literacy level, numeracy level, learning remediation and intervention, socio-emotional functioning, mental health, and well-being and professional development.

The results revealed that 2.05% of the variance is explained by the five predictors,  $F(5, 145) = 0.607$ ,  $p < .694$ . All predictor variables, Literacy level ( $B = -0.176$ ,  $t = -1.163$ ,  $p .247$ ), Numeracy level ( $B = -0.025$ ,  $t = -0.162$ ,  $p .872$ ), Learning Remediation and Intervention ( $B = 0.061$ ,  $t = 0.404$ ,  $p .687$ ), Socio-emotional functioning, Mental Health, and Well-being ( $B = 0.110$ ,  $t = 1.042$ ,  $p .299$ ) and Professional Development ( $B = -0.018$ ,  $t = -0.177$ ,  $p .860$ ) are not significantly affected the outcome variable.

In summary, instances of non-significant effects of SLRP implementation on dropout rates in elementary schools within Paete, Lumban, and Luisiana Sub-Office may arise from various contextual factors and implementation challenges across multiple domains. While SLRP aims to improve educational outcomes and potentially influence dropout rates indirectly, addressing these challenges requires a comprehensive approach that considers various factors influencing dropout decisions.

#### 4. Conclusion and Recommendations

Based on the foregoing findings, the following conclusions were drawn.

The study shows a significant effect between School learning Recovery Plan and teacher's efficiency; thus, the researcher concludes that the research hypothesis stating that "no significant relationship exists between School learning Recovery Plan and teacher's efficiency" is rejected. From the findings above, the p-values obtained were less than the significance alpha 0.01. Hence there is significance. Therefore, emphasizing data-driven decision-making, collaborative inquiry, and reflective practice, SLRP enhances teacher efficacy and efficiency in task completion while promoting equitable access to high-quality education for all students. Contextual factors, individual differences, and the multifaceted nature of student development contribute to the variability in outcomes observed within SLRP initiatives. While non-significant effects do not discount the value of SLRP programs, they underscore the need for nuanced evaluation frameworks, comprehensive supports, and ongoing refinement of intervention strategies to address diverse learning needs effectively.

Furthermore, the study shows a significant effect between School learning Recovery Plan and school performance; thus, the researcher concludes that the research hypothesis stating that "no significant

relationship exists between School learning Recovery Plan and school performance " is rejected. From the findings above, the p-values obtained were less than the significance alpha 0.01. Hence there is significance. Therefore, addressing challenges requires a comprehensive approach that considers the interplay of various factors influencing school performance and student outcomes. These results emphasize that many schools have used various strategies that have had positive impacts on student achievement. To enhance student achievement, the schools' leadership should be trustworthy administrators who encourage collaboration and teacher leadership, as well as employment of educators who are genuinely passionate about teaching and love children. All stakeholders in education should pay attention to these findings as they highlight the importance of acknowledging and addressing School Learning Recovery Plan to optimize schools' performance. They must prioritize implementing strategies aimed at alleviating School Learning Recovery Plan and fostering a supportive technological environment for teachers.

Based on the drawn conclusions the study resulted with the following recommendations:

1. The school heads should continue to provide teachers with frequent workshops, seminars, and training sessions to assist them in staying current on the newest approaches to teaching, the integration of technology, and subject matter. Motivate them to obtain additional degrees or certificates in their area of expertise.
2. It is suggested that the teachers foster an atmosphere that supports ongoing development, fosters teacher excellence, and ultimately improves learning outcomes for youths.
3. Lastly, for future researchers, it is highly suggested other variables not included in this study be included.

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