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Basic Education Learning Recovery Support System implementation in public elementary schools

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Abstract

Aim: This study determined the implementation of the Basic Education Learning Recovery Support System (BELRSS) among public elementary schools in Batangas Province with the end goal of proposing a management plan. Specifically, it assessed the school profile in terms of teacher-pupil ratio, literacy rate, numeracy rate, and reading performance; determined the extent of BELRSS implementation in areas such as learning environment improvement, learning remediation and intervention, socio-emotional functioning and mental health, professional development of teachers, research and innovation, and advocacy and partnership; identified significant differences in implementation when grouped according to school profile variables; and examined the challenges encountered in program implementation.

Methodology: The study employed the descriptive research method. Respondents included 261 School Governing Council members and 1,305 stakeholders from public elementary schools in Batangas Province. Data were gathered using a validated researcher-made questionnaire and virtual focus group discussions. Statistical tools such as frequency, weighted mean, t-test, and ANOVA were utilized to analyze the data.

Results: Findings revealed that public elementary schools generally maintain manageable class sizes and satisfactory literacy and numeracy foundations, although most learners remain at the developing stage. BELRSS was implemented to a very great extent in terms of learning environment improvement, professional development of teachers, and advocacy and partnership, while remediation, socio-emotional support, and research and innovation were implemented to a great extent. Significant differences were found between teacher-pupil ratio and reading performance in relation to learning environment improvement, while no significant differences were observed between the assessments of the School Governing Council and stakeholders. Major challenges identified included limited teacher initiative in research, insufficient intervention programs, and inadequate health personnel and support services.

Conclusion: The study concluded that BELRSS is effectively implemented among public elementary schools and significantly contributes to learning recovery, learner support, and the continuity of quality basic education. The findings highlight the need to strengthen intervention programs, health and safety support, and research initiatives to further improve educational recovery efforts. Based on the results, a Basic Education Learning Recovery Support System Management Plan was proposed to support learners' academic recovery and enhance educational management practices in public elementary schools.

Keywords: *Basic Education Learning Recovery Support System, learning recovery, public elementary schools, educational management, school governance, intervention programs*

INTRODUCTION

Learning is essential in developing learners' knowledge, skills, values, and attitudes, making schools vital institutions in shaping children's growth and future success. Globally, educational disruptions brought by crises such as the COVID-19 pandemic and natural disasters caused prolonged school closures and significant learning losses among learners, especially those from marginalized communities. United Nations Children's Fund (UNICEF) emphasized that the interruption of face-to-face learning greatly affected children's academic progress and social interaction, resulting in concerns about irreversible learning gaps (UNICEF, 2021). In support of this, the Global Education Evidence Advisory Panel (2022) recommended maintaining school operations and strengthening learning interventions to address the effects of educational disruptions.

In the Philippines, the Department of Education (DepEd) implemented the Basic Education Learning Recovery and Continuity Plan (BE-LRCP) to address learning gaps caused by the pandemic and ensure the safe continuity of education. DepEd introduced learning recovery strategies such as remediation programs, extended instructional support, professional

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development for teachers, and socio-emotional interventions to help learners recover academically and emotionally (DepEd, 2022). These initiatives highlighted the government's commitment to restoring quality education and improving learning outcomes among Filipino learners.

In the public elementary schools of Batangas Province, school administrators and teachers continue to face challenges in implementing learning recovery programs. Many learners still struggle with academic gaps, adaptation to face-to-face classes, and socio-emotional concerns. Limited instructional resources, insufficient classrooms, minimal teacher training, and reduced parental involvement also affect the effectiveness of remediation and intervention programs. Moreover, schools encounter difficulties in sustaining learning recovery initiatives due to restricted budgets and limited implementation timeframes.

Given these circumstances, the researcher focuses on determining the degree of implementation of the Basic Education Learning Recovery Support System in public elementary schools in the Province of Batangas. Specifically, the study aims to assess existing recovery practices and propose a management plan that will help bridge learning gaps, strengthen school leadership and teacher performance, and ensure the delivery of quality education during the transition toward educational recovery.

Review of Related Literature and Studies

Profile of Public Elementary Schools

Public elementary schools are commonly assessed through indicators such as teacher-pupil ratio, literacy and numeracy skills, and reading performance rates, as these reflect the quality of instruction and learners' academic development. A manageable teacher-pupil ratio allows teachers to provide closer supervision, individualized instruction, and more effective classroom management, which contribute to improved learning outcomes. Literacy development remains a major educational concern, particularly because reading and writing skills are strongly influenced by socioeconomic conditions, access to quality education, parental involvement, and community support. Recent studies emphasize that literacy programs become more effective when they are supported by learners' digital literacy competencies, which enhance access to information, strengthen critical thinking skills, and improve learners' readiness to engage in modern educational and workplace environments (Rafiq-Uz-Zaman, 2025). As digital literacy becomes increasingly important in the 21st century, integrating technology-based learning experiences can further support literacy development and academic achievement among elementary learners.

Numeracy skills are likewise considered essential for academic success and practical decision-making. Studies show that learners with stronger numeracy abilities tend to achieve better educational outcomes and possess improved problem-solving skills needed in a data-driven society. While, reading performance is often categorized into frustration, instructional, and independent levels to guide teachers in selecting appropriate interventions and instructional strategies. Learners at the frustration level require immediate support, while those at the instructional level benefit from guided reading and targeted teaching approaches. Independent readers, on the other hand, demonstrate stronger comprehension and reading confidence. Overall, these indicators provide valuable information for understanding school performance and for designing interventions that support literacy, numeracy, and learning recovery among elementary learners.

Basic Education Learning Recovery Support System (BELRSS)

The Basic Education Learning Recovery Support System (BELRSS) was developed to address the learning disruptions caused by the COVID-19 pandemic through the implementation of the Basic Education-Learning Continuity Plan (BE-LCP). The program emphasized learner safety, curriculum adjustments, flexible learning modalities, teacher training, and equitable access to education to ensure learning continuity during the "new normal" (Department of Education, 2021).

BELRSS focuses on addressing learning loss through remediation programs, literacy and numeracy interventions, technology integration, and continuous assessment. Studies highlighted that effective recovery efforts require collaboration among school leaders, teachers, parents, and stakeholders to improve learning outcomes and strengthen school governance (Riggall et al., 2021; Bray, 2021).

The system also emphasizes supportive learning environments, socio-emotional learning, mental health support, and teacher professional development. Research showed that differentiated instruction, targeted interventions, digital learning, and continuous teacher training significantly improve student engagement and academic recovery (Darling-Hammond et al., 2021; Barros et al., 2022).

Furthermore, advocacy, innovation, and community partnerships are essential in sustaining educational recovery initiatives. Collaboration among schools, families, communities, and government agencies helps provide inclusive and effective support systems that ensure learners continue to succeed despite educational disruptions.

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Issues and Challenges

The educational system continues to face significant issues and challenges in the post-pandemic period, particularly in learning recovery, digital inequality, and access to quality education. Many schools and learners still experience inadequate internet connectivity, lack of digital devices, limited technological infrastructure, and insufficient learning resources, especially in rural and disadvantaged communities. Teachers also encounter difficulties in managing diverse learning needs, implementing flexible learning modalities, and addressing learning gaps among students (Macasinag and Camacho, 2023; Ondras et al., 2023).

Schools likewise struggle with challenges related to funding, school facilities, mental health, sanitation, and stakeholder readiness. Expert validation cited that weak parental involvement, limited professional development opportunities, and inadequate support systems negatively affect learning continuity and student engagement. Moreover, learners' emotional well-being, motivation, and resilience remain major concerns in the educational system (Walker et al., 2022).

To address these challenges, educational leaders are encouraged to strengthen collaboration among schools, families, communities, and stakeholders, while prioritizing teacher training, digital preparedness, and inclusive learning recovery interventions. Continuous professional development, strong school governance, and effective community partnerships are considered essential in building a resilient and responsive educational system in the country (Bajar et al., 2022; Delos Santos, 2023).

Management Plan Preparation

A management plan serves as a strategic guide that aligns school goals, interventions, and resources toward improved educational outcomes. Based on Department of Education, (2022) effective school management plans should be data-driven, learner-centered, and supported by stakeholder participation. Under BELRSS, management plans focus on instructional leadership, remediation programs, teacher development, and stakeholder engagement to support holistic learning recovery.

Strategic planning also helps schools remain flexible and responsive during periods of change by setting SMART goals and measurable success indicators. Collaborative governance and stakeholder participation further strengthen school decision-making and program implementation (Supriadi et al., 2021). In addition, strong partnerships among schools, families, and communities promote sustainability and accountability in school improvement initiatives. Overall, a well-prepared management plan supports effective governance, continuous improvement, and long-term educational recovery.

Synthesis and Research Gap

The reviewed literature revealed that public elementary school performance is strongly influenced by school profile indicators such as teacher–pupil ratio, literacy, numeracy, and reading performance, which directly affect learners' achievement and school effectiveness. It further highlights that the Basic Education Learning Recovery Support System (BELRSS) supports learning recovery through remediation and intervention, learning environment improvement, socio-emotional support, teacher professional development, research and innovation, and advocacy and partnership. These domains enhance instructional delivery, differentiated learning, and learner-centered pedagogy in post-pandemic education. However, persistent challenges such as digital inequality, inadequate resources, limited infrastructure, low learner engagement, and weak stakeholder support continue to affect learning recovery and educational continuity.

Despite the growing literature on learning recovery, most previous studies focused only on isolated interventions such as remediation, online learning, or instructional strategies, without comprehensively examining BELRSS across its multiple domains. Existing studies also gave limited attention to the relationship between school profile variables and BELRSS implementation in guiding school management planning. Analytically, this reveals a gap in understanding BELRSS as an integrated system for instructional improvement and school development.

This study addressed these gaps by examining BELRSS implementation across all key domains while linking them with school profile indicators. It further contributes by developing a data-driven and context-responsive school management plan. The study provides an evidence-based framework that supports instructional improvement, learner-centered pedagogy, educational leadership, and sustainable learning recovery initiatives at both local and international levels.

Theoretical Framework

This study is anchored on Systems Theory, which views the school as an interconnected system where leadership, teachers, learners, parents, and stakeholders work collectively toward shared educational goals. In the context of the Basic Education Learning Recovery Support System (BELRSS), the theory explains how assessment, remediation, intervention, monitoring, and stakeholder collaboration interact as continuous processes that support learning recovery and guide the development of a data-driven school management plan.

The study is also grounded in Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through meaningful experiences and guided support. Operationally, this theory explains how BELRSS promotes differentiated

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instruction, remediation, scaffolding, and learner-centered interventions to address learning gaps and improve instructional delivery.

Additionally, Transformational Leadership Theory highlights the role of school leaders in motivating teachers and stakeholders, strengthening collaboration, and using BELRSS findings for strategic decision-making and continuous school improvement. This theory supports the development of responsive management practices that enhance instructional leadership and stakeholder engagement.

Collectively, these theories provide a comprehensive framework for analyzing how school systems, instructional practices, and leadership processes interact in implementing BELRSS and in formulating an evidence-based school management plan for improved learner outcomes and school effectiveness.

Conceptual Framework

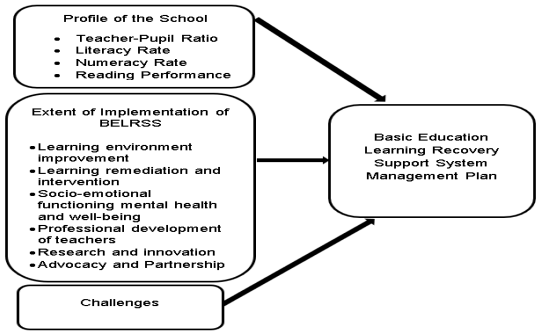

Figure 1. Research Paradigm

The conceptual framework of the study is based on the idea that school-related factors and the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) influence the development of an effective management plan. The framework includes school profile variables such as teacher–pupil ratio, literacy rate, numeracy rate, and reading performance, which reflect the school's instructional capacity and learners' academic condition. These indicators provide baseline data for identifying areas needing intervention.

The framework also highlights the implementation of BELRSS through key areas such as learning environment improvement, learning remediation and intervention, socio-emotional functioning and mental health, professional development of teachers, research and innovation, and advocacy and partnership. These components support learners' academic recovery, improve teaching practices, and strengthen collaboration among schools, parents, and stakeholders.

In addition, the framework recognizes challenges such as limited resources, teacher workload, learner diversity, time constraints, and varying stakeholder support as factors that may affect program implementation. Identifying these challenges helps school leaders create responsive and practical management plans for effective learning recovery initiatives.

Statement of the Problem

This study aimed to determine the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) among public elementary schools in the Province of Batangas. Specifically, it sought to assess the school profile in terms of teacher-pupil ratio, literacy rate, numeracy rate, and reading performance, as well as the extent of implementation of learning recovery interventions related to learning environment improvement, learning remediation and intervention, socio-emotional functioning and mental health, professional development of teachers, research and innovation, and advocacy and partnership.

The study also aimed to identify the challenges encountered by school administrators, teachers, and stakeholders in the implementation of BELRSS and determine whether significant differences exist in the extent of implementation when respondents are grouped according to school profile variables and respondent classification

Finally, the findings of the study served as the basis for proposing a management plan intended to strengthen learning recovery initiatives, improve school practices, and enhance the quality of basic education among public elementary schools in Batangas Province.

General Objective

To determine the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) among public elementary schools in Batangas Province as the basis for proposing a management plan.

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Specific Objectives

Specifically, this study sought to:

1. Describe the profile of public elementary schools in terms of:
    - teacher-pupil ratio,
    - literacy rate,
    - numeracy rate, and
    - reading performance.
2. Determine the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) as assessed by the School Governing Council and stakeholders in terms of:
    - learning environment improvement,
    - learning remediation and intervention,
    - socio-emotional functioning, mental health, and well-being,
    - professional development of teachers,
    - research and innovation, and
    - advocacy and partnership.
3. Determine whether significant differences exist in the extent of implementation of BELRSS when respondents are grouped according to school profile variables.
4. Determine whether significant differences exist between the assessments of the two groups of respondents regarding the implementation of BELRSS.
5. Identify the challenges encountered in the implementation of BELRSS.
6. Propose a Basic Education Learning Recovery Support System management plan based on the findings of the study.

Research Questions

1. What is the profile of public elementary schools in terms of:
    - teacher-pupil ratio,
    - literacy rate,
    - numeracy rate, and
    - reading performance?
2. What is the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) as assessed by the School Governing Council and stakeholders in terms of:
    - learning environment improvement,
    - learning remediation and intervention,
    - socio-emotional functioning, mental health, and well-being,
    - professional development of teachers,
    - research and innovation, and
    - advocacy and partnership?
3. Is there a significant difference in the extent of implementation of BELRSS when respondents are grouped according to school profile variables?
4. Is there a significant difference between the assessments of the two groups of respondents regarding the implementation of BELRSS?
5. What challenges are encountered in the implementation of BELRSS?
6. Based on the findings of the study, what management plan may be proposed to strengthen the implementation of BELRSS?

Hypotheses

H_{01}: There is no significant difference in the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) when respondents are grouped according to school profile variables.
H_{02}: There is no significant difference between the assessments of the two groups of respondents regarding the implementation of the Basic Education Learning Recovery Support System (BELRSS).

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METHODOLOGY

Research Design

This study utilized a descriptive mixed-method research design using a convergent approach to examine school profile variables and the extent of Basic Education Learning Recovery Support System (BELRSS) implementation in public elementary schools. Quantitative data were gathered through questionnaires, while qualitative data were obtained through Focus Group Discussions (FGDs) and document analysis to allow triangulation and validation of findings.

Quantitatively, descriptive statistics were used to assess school profile indicators and BELRSS implementation across its key domains. Qualitatively, FGDs explored stakeholders' experiences, challenges, and perceptions regarding learning recovery initiatives. FGD data were analyzed through thematic analysis involving transcription, coding, categorization, and theme development.

The qualitative findings were integrated with the quantitative results to explain trends, validate statistical findings, and provide deeper contextual understanding of BELRSS implementation. This convergent mixed-method design strengthened the credibility and depth of the study and served as the basis for developing a data-driven and responsive school management plan.

Population and Sampling

This study involved 261 School Governing Council (SGC) members and 1,305 stakeholders from participating public elementary schools in Batangas Province. For clarity, SGC members include school heads and teachers, while stakeholders consist of School Parent-Teacher Association (SPTA) members, Supreme Elementary Learner Government (SELG) and alumni representatives, Barangay Local Government Unit (BLGU) members, and selected private individuals.

The sample size was determined using the Raosoft Sample Size Calculator to ensure an adequate and statistically appropriate number of respondents for the study. However, beyond determining the sample size, the study employed a stratified sampling technique to ensure proportional representation of both SGC members and various stakeholder groups. Within each stratum, participants were selected to reflect their actual representation in the school community, ensuring that all key groups involved in BELRSS implementation were adequately represented.

This approach ensured that the data gathered from both SGC members and stakeholders accurately reflected the diversity of perspectives across the participating schools, thereby strengthening the validity and reliability of the findings.

Table 1.
Distribution of Respondents

Division	Total Population	Respondent Categories	
		School Governing Council	Stakeholders
		Sample Size	
Batangas City	83	27	135
Batangas Province	584	189	945
Lipa City	69	23	115
Tanauan City	44	14	70
Sto. Tomas City	25	8	40
Total	**805**	**261**	**1305**

Research Instruments

The study employed a researcher-made questionnaire as the primary data gathering instrument, supplemented by a Focus Group Discussion (FGD) to triangulate and enrich quantitative findings. The questionnaire was developed based on concepts from existing Basic Education Learning Recovery Support System (BELRSS) frameworks, relevant literature, and the researcher's professional experiences as a member of the School Governing Council and stakeholders.

The instrument consisted of three parts:

Part I: Profile of public elementary schools in terms of teacher-pupil ratio, literacy rate, numeracy rate, and reading performance.

Part II: Extent of implementation of the Basic Education Learning Recovery Support System (BELRSS).

Part III: Challenges encountered in the implementation of BELRSS.

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Content Validation

The initial draft of the questionnaire underwent content validation by experts in the field of education, research, and school governance to ensure clarity, relevance, and alignment with the study objectives. Comments and recommendations from the validators were carefully incorporated into the revision of the instrument. This process ensured that each item measured the intended constructs and was appropriate for the target respondents.

Reliability Testing

After validation and refinement, the instrument was subjected to a pilot testing (dry run) to thirty (30) respondents to determine its internal consistency. The reliability of the questionnaire was computed using Cronbach's Alpha coefficient, yielding a result of 0.988, which indicates a very high internal consistency. This confirms that the instrument is highly consistent and suitable for full-scale data collection.

Data Collection Procedure

The researcher secured permission from the Schools Division Offices in Batangas Province and participating public elementary schools through formal letters outlining the study objectives, respondent participation, and ethical assurances on confidentiality and voluntary participation. Data collection was conducted during School Year 2024–2025 over a six-week period.

For the quantitative phase, questionnaires were administered virtually through Google Forms and official school communication platforms. Respondents were provided with orientation guidelines and given sufficient time to complete the survey. Retrieved responses were checked, encoded, and submitted for statistical analysis.

For the qualitative phase, Focus Group Discussions (FGDs) were conducted online with six (6) School Governing Council members and eight (8) stakeholder representatives. Sessions were facilitated by the researcher using a structured guide questionnaire and were audio-recorded with participants' consent. Qualitative data were analyzed through thematic analysis involving transcription, coding, categorization, and theme development. The findings were integrated with the quantitative results to provide deeper understanding and validation of BELRSS implementation.

Treatment of Data

For meaningful interpretation and analysis of the data gathered in the study, appropriate statistical tools were employed based on the objectives of the research. Frequency and Percentage were used to describe the distribution of respondents in terms of school profile and other categorical variables. To determine the extent of implementation of the Basic Education Learning Recovery Support System (BELRSS) and the challenges encountered in its implementation, the Weighted Mean was utilized. This provided a basis for interpreting the level of implementation across indicators.

To test for significant differences in the responses of the two groups of respondents, the t-test for independent samples was applied. Meanwhile, Analysis of Variance (ANOVA) was used to determine whether significant differences exist in the extent of BELRSS implementation when respondents were grouped according to school profile variables.

All inferential statistical tests were computed using a 0.05 level of significance ($\alpha = 0.05$), which served as the basis for accepting or rejecting the null hypotheses of the study. Prior to the conduct of t-test and ANOVA, assumptions of normality and homogeneity of variance were considered to ensure the appropriateness of the parametric tests used. Specifically, it was assumed that the data approximated a normal distribution and that variances among groups were relatively equal; hence, parametric tests were deemed suitable for analysis.

In addition, responses were interpreted using a 4-point Likert scale, where each item was assigned, corresponding weights ranging from 1 to 4, with 1 as the lowest and 4 as the highest rating. The verbal interpretations were as follows:

Table 2.
Four-Point Likert Scale and Its Verbal Interpretation

Option	Scale	Verbal Interpretation
4	3.50-4.00	Very Great Extent / Highly Observed
3	2.50-3.49	Great Extent / Moderately Observed
2	1.50-2.49	Moderate Extent / Less Observed
1	1.00-1.49	Least Extent / Not Observed

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Ethical Considerations

Formal ethics review was sought from Batangas State University and Davao de Oro State College Research Ethics Committee; however, ethics review services were unavailable during the conduct of the study. Consequently, the research underwent institutional academic review by the research panel, which verified compliance with ethical standards including informed consent, confidentiality, voluntary participation, and participant protection.

Ethical principles were strictly observed throughout the conduct of the study. Prior to data collection, the researcher secured formal permission from the Schools Division Superintendents of the five division offices through official communication letters. These letters clearly stated the purpose and objectives of the study, the researcher's identity and institutional affiliation, and the scope of participation required from the respondents. Before participation, all respondents were provided with an informed consent form that clearly explained the purpose of the study, procedures, potential risks and benefits, confidentiality measures, and voluntary nature of participation. Participants were explicitly informed that their involvement was entirely voluntary and that they had the right to refuse participation or withdraw from the study at any time without penalty or negative consequences. Only those who voluntarily signed and agreed to the consent form were included in the study.

Participants were also fully informed about the nature of the questions in both the survey and Focus Group Discussions (FGDs). They were assured that all responses would be treated with strict confidentiality and anonymity, and that no identifying information would be disclosed in any part of the research output. The data gathered through online surveys and virtual FGDs were used exclusively for academic and research purposes.

All collected data were securely stored and protected in password-protected files, ensuring compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The researcher ensured that ethical standards such as respect for persons, beneficence, and justice were upheld throughout the entire research process.

RESULTS and DISCUSSION

This section presents and discusses the results of the study based on research questions. Findings are interpreted in relation to learning theory and relevant empirical studies to explain observed outcomes.

1. Profile of the Public Elementary Schools

1.1. Teacher- Pupil Ratio

The teacher–pupil ratio is a critical determinant of instructional quality as it directly influences the extent of teacher attention, classroom management, and individualized learning support. Findings show that most schools fall within a 1:31–35 ratio (37.2%), followed by 1:36–40 (29.9%), indicating relatively large class sizes in many public elementary schools.

Analytically, these ratios suggest that teachers are operating under conditions that limit differentiated instruction and individualized feedback, which are essential for foundational learning recovery. Large class sizes often compel teachers to rely on whole-class instruction rather than targeted remediation strategies, thereby constraining learner-specific interventions. This aligns with global evidence that overcrowded classrooms reduce instructional responsiveness and slow learning recovery progress in post-pandemic education systems. These findings suggest the need for additional teaching personnel and improved instructional strategies to support effective classroom management and learner achievement. This was supported by Patel (2023) that emphasize that literacy programs become more effective when supported by government investment and integrated with digital learning resources and early childhood education initiatives. From a pedagogical standpoint, such conditions may contribute to persistent learning gaps, particularly in foundational literacy and numeracy, as teachers have limited capacity to provide scaffolding and formative feedback.

1.2. Literacy Rate

Findings reveal that most schools are at the developing literacy stage (77.0%), with fewer schools reaching the anchoring stage (2.3%). This indicates that learners are still in transitional stages of reading proficiency. Rather than viewing this solely as a skills deficit, the results suggest systemic instructional limitations, particularly in sustained reading exposure, early literacy intervention, and formative reading assessment practices. Learners remain at developing levels not only due to cognitive gaps but also due to insufficient frequency of structured reading interventions and limited home-school literacy reinforcement.

Globally, post-pandemic literacy studies show similar patterns, where learners remain below expected reading benchmarks due to interrupted foundational instruction and reduced guided reading time. Thus, the issue is not isolated but reflective of broader post-crisis literacy recovery challenges.

1.3. Numeracy Rate

Most schools fall under the average numeracy category (63.6%), with a small proportion classified as non-numerates (4.2%) and below numerates (3.4%). Although results indicate generally acceptable numeracy levels, the presence of learners in lower categories suggests uneven mastery of foundational mathematical concepts, particularly in problem-solving and

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conceptual understanding. Analytically, this reflects a reliance on procedural teaching approaches rather than conceptual and inquiry-based mathematics instruction. International research on learning recovery emphasizes that numeracy gaps persist when instruction focuses on memorization rather than conceptual understanding, contextual problem-solving, and formative feedback cycles**.**

1.4. Reading Performance

Most learners are at the instructional level (63.6%), while only 35.2% are independent readers. This indicates that learners require continuous scaffolding and guided instruction to achieve comprehension proficiency. The dominance of the instructional level reflects a critical pedagogical issue: reading instruction is not yet fully transitioning learners toward independent comprehension and critical literacy. This suggests limited exposure to sustained independent reading practices and insufficient use of differentiated reading strategies.

From an international perspective, similar post-learning disruption studies show that learners often remain in instructional stages due to reduced reading time, lack of home literacy environments, and inconsistent formative assessment practices, reinforcing that reading recovery requires systematic, sustained intervention rather than short-term remediation.

2. Extent of Implementation of Basic Education Learning Recovery Support System

2.1. Learning Environment Improvement

Findings indicate a very great extent of implementation, particularly in promoting safe, inclusive, and structured learning environments. However, analytically, a "high implementation rating" does not necessarily equate to high instructional impact. The persistence of learners at developing literacy and instructional reading levels suggests that while environments are supportive, instructional transformation within these environments remains limited. Likewise, World Bank Group (2025) emphasized that safe learning environments, blended learning approaches, and strong health and safety protocols are essential in sustaining learning recovery and student engagement.

Globally, this reflects a common post-pandemic trend where schools successfully improved safety and structure but continue to struggle with deep pedagogical reform and learning acceleration strategies.

2.2. Learning Remediation and Intervention

Remediation is implemented to a great extent, including differentiated instruction, localized assessments, and intervention programs. However, the continued presence of learning gaps suggests that remediation is still largely reactive rather than data-driven and adaptive. In many cases, interventions appear to function as supplementary support rather than embedded instructional redesign.

International literature highlights that effective recovery systems require continuous diagnostic assessment, real-time instructional adjustment, and sustained tutoring models, not intermittent remediation alone. Similarly, Schleicher (2021) emphasized that structured learning recovery programs and strong school-based support systems significantly improve student engagement and academic achievement after educational disruptions.

2.3. Socio-Emotional Functioning Mental Health and Well-Being

Results show strong implementation of socio-emotional programs, including psychosocial support and safety measures. Despite this, academic outcomes remain moderate, indicating a disconnect between well-being initiatives and academic acceleration strategies. While emotional support improves engagement, it must be directly integrated into instructional planning to influence learning outcomes. Globally, post-pandemic reforms emphasize integrated Socio-Emotional Learning-academic models, where emotional well-being is embedded within instructional delivery rather than treated as a parallel program. It was parallel with Schleicher (2021) that effective learning recovery programs must combine academic interventions with strong health and safety measures to ensure secure and supportive learning environments.

2.4. Professional Development of Teachers

Teacher development is implemented to a very great extent through School Learning Action Cell (SLAC), In-Service Training (INSET), and Philippine Professional Standards PPST- based programs.

However, the persistence of learning gaps suggests that professional development may still be compliance-based rather than practice-transformation oriented. This means training may not fully translate into classroom-level instructional change, particularly in differentiated instruction and formative assessment use. In addition, teachers to effectively adapt to changing learning environments, meet diverse student needs, and build self-efficacy and job satisfaction-factors that directly enhance student outcomes and education quality evidence shows that teacher development is most effective when it is coaching-based, classroom-embedded, and sustained over time, rather than episodic training sessions.

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2.5 Research and Innovation

Research and innovation are implemented to a great extent, particularly through assessments and benchmarking. However, findings suggest that research outputs are not yet fully translated into instructional redesign or curriculum adaptation. This limits its impact on classroom practice.

Globally, effective learning recovery systems emphasize data-to-action cycles, where research directly informs teaching adjustments at the classroom level.

2.6 Advocacy and Partnership

Although implementation is very great, Focus Group Discussions revealed only moderate sustained engagement. This indicates that partnerships are still largely program-based rather than system-integrated, meaning stakeholder involvement is active during events but less consistent in daily learning support.

Internationally, strong education systems show that sustained family-school partnerships significantly improve learning continuity and student accountability, particularly in recovery contexts.

3. Differences in the extent of implementation of Basic Education Learning Recovery Support System when grouped according to School's Profile

The findings show that only learning environment improvement significantly differs when grouped by teacher–pupil ratio, while all other BELRSS components remain statistically similar. This indicates that class size mainly affects classroom-level conditions, particularly teachers' ability to manage instruction, provide individualized support, and implement learner-centered strategies, rather than influencing system-wide programs such as remediation, teacher development, or partnerships. This implies that class size mainly influences classroom conditions, but other BELRSS components remain consistently implemented across schools regardless of teacher-pupil ratio (Harris and Jones, 2020; Ojambo, 2024).

Similarly, across literacy, numeracy, and reading performance, most BELRSS indicators show no significant differences, except for learning environment improvement in relation to reading performance. This suggests that while learner achievement levels do not change program implementation, they influence how classroom effectiveness is perceived. The persistence of instructional reading at the "instructional level" implies that existing interventions may be implemented but not sufficiently differentiated or intensive, limiting progress in reading mastery.

Overall, BELRSS is consistently implemented across schools, but its instructional impact is constrained by classroom conditions and limited differentiation practices, particularly in literacy development.

4. Differences between Assessments by the two groups of Respondents

The comparison of assessments between the two groups of respondents shows no significant differences across all six areas of the Basic Education Learning Recovery Support System (BELRSS), including learning environment improvement, remediation and intervention, socio-emotional support, teacher development, research and innovation, and advocacy and partnership. This indicates that both groups share similar perceptions of school initiatives, with any observed differences being statistically insignificant and likely due to chance.

Overall, the findings suggest a strong alignment in how respondents evaluate school programs, a shared understanding of their implementation and effectiveness. While slight variations in perspectives may exist based on roles and experiences, the quantitative results confirm that both groups generally agree on the effectiveness of BELRSS components in supporting learning recovery.

Table 3.
Difference in the Assessment by the Two Groups of Respondents

BELRSS Implementation Areas	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Learning Environment Improvement	.190	-1.311	Failed to Reject	Not Significant
Learning Remediation and Intervention	.564	-.577	Failed to Reject	Not Significant
Socio-Emotional Functional Mental Health and Well-Being	.598	-.528	Failed to Reject	Not Significant
Professional Development of Teachers	.626	-.488	Failed to Reject	Not Significant
Research and Innovation	.875	-.157	Failed to Reject	Not Significant
Advocacy and Partnership	.575	-.560	Failed to Reject	Not Significant

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5. Challenges in the Implementation of Basic Education Learning Recovery Support System

The challenges are moderately observed, indicating that BELRSS is implemented but constrained by persistent gaps in resources, remediation time, parental support, and learning materials. These issues suggest that remediation is still treated as an add-on activity rather than an embedded instructional practice, limiting its effectiveness.

In addition, weak home support and resource limitations reduce the continuity of learning interventions, especially for struggling learners. This shows that the main issue is not program absence but uneven implementation quality and limited instructional integration, affecting learning recovery outcomes. This supports the findings of Riggal et al., (2021) which emphasized the significant role of teachers and targeted interventions in addressing learning loss and supporting learners' socio-emotional well-being, particularly among marginalized students. Similarly, Mohamad (2023) highlighted that inadequate resources, limited use of modern teaching approaches, and insufficient support systems remain major barriers to effective learning recovery programs, emphasizing the importance of continuous monitoring and policy improvement to ensure equitable educational support.

6. Proposed Basic Education Learning Recovery Support System Management Plan

The Proposed Basic Education Learning Recovery Support System (BELRSS) Management Plan is a comprehensive and strategic framework designed to address learning gaps, strengthen school systems, and promote holistic learner development. It focuses on six key areas: learning environment improvement, learning remediation and intervention, socio-emotional functioning and mental health, professional development of teachers, research and innovation, and advocacy and partnership. Each area includes targeted interventions, responsible persons, and measurable success indicators to ensure structured, data-driven, and outcome-based implementation.

The plan emphasizes differentiated instruction, formative assessment, and teacher capacity building to directly address persistent learning gaps. It also enhances accountability and evidence-based decision-making through monitoring systems. Overall, it shifts BELRSS from program implementation to a results-oriented learning recovery system focused on improving learner achievement and instructional quality. Strategic planning in education provides clear direction, strengthens governance, and ensures continuous monitoring and improvement toward achieving learner success and institutional effectiveness.

Conclusions

1. Public elementary schools maintain manageable class sizes and show basic functional literacy and numeracy among learners. However, most students remain at the developing stage, with many still performing at the instructional level in reading and average level in numeracy. This suggests that learners can perform tasks with teacher support but have not yet achieved full independent mastery of the skills.
2. The Basic Education Learning Recovery Support System (BELRSS) is implemented to a very great extent in terms of learning environment improvement, teacher professional development, and community partnerships. Meanwhile, learning remediation, socio-emotional well-being, and research are implemented to a great extent. Although these support systems are evident in schools, most learners still remain at the developing or instructional level in literacy and numeracy.
3. Significant differences in the implementation of the Basic Education Learning Recovery Support System were found in relation to teacher-pupil ratio and reading performance with respect to learning environment improvement. However, no significant differences were found in literacy rate, numeracy rate, and reading performance in the other implementation areas, indicating similar levels of implementation across schools.
4. There is no significant difference between the assessments of the School Governing Council and the stakeholders. This indicates that both groups share similar views regarding the extent of program implementation and recognize the schools' efforts and progress in the same way.
5. The primary challenges in learning recovery include limited teacher initiative in research, insufficient intervention for learning gaps, and the lack of health personnel during crises. These findings highlight the need to strengthen teacher skills, learner support, and safe learning environments in schools.
6. A Basic Education Learning Recovery Support System management plan was proposed to help public elementary schools address academic challenges and learning gaps. The plan includes areas of concern, objectives, intervention activities, persons involved, and indicators of success to guide the implementation of learning recovery initiatives.

Recommendations

Based on the findings and conclusions, the following recommendations are endorsed:

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1. School heads may strengthen instructional leadership by ensuring BELRSS implementation is translated into classroom practice through regular instructional supervision, coaching, and monitoring of differentiated instruction, particularly in reading and numeracy interventions.
2. Teachers may integrate structured remediation and formative assessment into daily lessons rather than treating them as separate activities. Greater emphasis should be given to differentiated instruction, reading fluency programs, and learner-centered strategies that promote independent learning mastery.
3. Stakeholders may strengthen active engagement in school-based reading programs, feeding programs, and home-based learning support by extending their role beyond participation to include learner monitoring and reinforcement of reading and numeracy skills at home.
4. Schools may implement targeted resource allocation guided by teacher–pupil ratio and learning performance data, prioritizing overcrowded schools to reduce instructional burden and improve learning conditions.
5. Capacity-building programs may be enhanced to focus on instructional differentiation, data-driven teaching, reading intervention strategies, and socio-emotional learning integration to better address diverse learner needs.
6. BELRSS monitoring systems may shift from compliance-based evaluation to outcome-based assessment, ensuring effectiveness is measured through actual improvements in literacy, numeracy, and reading comprehension.

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