Research Article

Learning Recovery Plan (LRP) in Addressing Learning Gaps of Effective and Efficient Learning Outcomes after Pandemic among Different School in the Division of San Pablo

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ABSTRACT

The Department of Education (DepEd) adopts the National Learning Recovery Program (NLRP) through DepEd Order No. 013, s. 2023 which aims to strengthen the learning recovery and continuity program, improve literacy and numeracy, and accelerate the achievement of education targets. This study aimed to examine the respondents perceptions on the implementation of the Learning Recovery Plan (LRP) in addressing the learning gaps, starts with assessing fundamental skills such as the literacy and numeracy in the early grades. Detecting learners who have not developed the full range of reading and numeracy skills are provided with appropriate programs. A post pandemic program from the Department of Education, that which aims to identify the level of responsiveness, relevance and appropriateness of the different school in the Division of San Pablo City, and how effective and efficient is this study as to upskilling and reskilling of teachers, stakeholders effort, updating, review of different projects and programs and teaching methodology to recover the learning gaps after pandemic.

Random sampling was conducted because of the limited access for face to face contact and all the big schools, three-year plan beginning SY 2022-2023, which shall be adopted by all DepEd implementing units and schools by aligning respective plans and implementation to the directions and priorities specified in this policy.

Based on the finding the relevance, resilience and appropriateness in the level of in the implementation of learning recovery plan (LRP)addressing the learning gaps are "always observed" among the different school in the division of San Pablo regardless of age, length of service and district from which they belong, moreover the level of effectivity and efficiency in the learning, have significant effect in terms of physical and mental resilience, communication plan,

professionalism , community stakeholder and support system in up-skilling and reskilling of teachers, stakeholders effort, improvement of learning environment, updating and review of projects and programs and the teaching methodology.

Introduction

This study adhere to DepEd's vision and mission to continuously improves its services to better serve its stakeholders especially focusing on nurturing every learner, as we encourage learners to return and remain in school. "As more schools open their doors for physical learning, the Department is currently crafting a learning recovery program as part of our post-pandemic efforts. We have to ensure that our interventions are effective so that everyone can catch up and accelerate their learning," Education Secretary Leonor Magtolis Briones said.

The dawn of the "New Normal" has entangled everyone with a dilemma to continue education or postpone it until everything has turned to normal. One that was hardly hit is the quality of education. It cannot be denied that there is a crisis in education despite its continuation amidst pandemic, the quality of education deteriorated especially in literacy and numeracy. There is a need to rectify the situation to get back on track; otherwise, we will be a nation where most of the citizens are non literates and non-numerates. Notably as quoted by Ramaphosa-alongside these efforts to overcome the pandemic, wBy doing so, we will be contributing to a fair, just, and inclusive recovery. The Division of San Pablo has implemented the Learning Recover Plan (LRP) at the elementary, secondary and tertiary level, which acts as a framework for doing face-to-face learning again. To give quality education, the department of education, however, has advised and demanded that all schools across the nation contextualize and localize the School Learning Recovery Plan (SLRP) suitable to their circumstance.

As classes transitioned to full in-person modality, instructional supervisors consequently performed the in-person monitoring and observation of classes. It was found out that most of the learners who were not in school for almost three years due to the pandemic will have a lot of catching up to do. Key stage 1 learners mostly lack foundational skills in Literacy and Numeracy. Global disruption has impacted negatively on education. DepEd has implemented the R.A.P.I.D. Framework to address the learning losses and gaps based on five evidence based policy actions: REACH all children; ASSESS learning; PRIORITIZE the fundamentals; INCREASE for learning recovery; and DEVELOP psychosocial health and well-being. Guided by this is the contextualized STRATA framework where the SDO will have to focus on reversing the gaps to accelerate learning.

Professional development for teachers and school leaders may be conducted to gain new knowledge and competencies to perform their function in the distance learning process effectively. A follow-up or similar study may be considered using other variables since Learning Continuity Plan (LCP) deals with numerous concerns. (Abril & Callo, 2021) [1].

Methods

This study used descriptive correlation research design and utilized a descriptive-correlation method. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data. Descriptive method will also be used since it is an appropriate design in identifying existing conditions. Descriptive design is used to gather information that is not likely be available for another source and the information. according to Calderon (2005) as cited by Yazon (2019) it was a scientific investigation designed ascertained and determine the general and typical characteristic. It will also utilize descriptive developmental in nature.

Result and Discussion

Communication gaps between the teachers, parents, and the learners during MDL modality; • Limited or lack of direct instruction during the height of the pandemic which affected Key stage 1 and 2 learners who are mostly dependent on their teachers for knowledge ang guidance; • Teachers' teaching strategies in teaching reading and numeracy especially during the transition from face-to-face classes to MDL or distance learning; • Limited number of assessments and exercises conducted to determine effectiveness of the teaching-learning process during MDL; • Limited number of reading and math exercises provided to learners to enhance their skills and knowledge; • Limited access and exposure of learners to various kinds of supplementary learning resources; and • Limited guidance from the parents due to work. Based on the gathered data, the researcher had come up with the following findings:

That the implementation of Learning Recovery Plan (LRP) addressing the learning gaps in terms of responsiveness, relevance and appropriateness, all skills were perceived by the respondents "Very High". The level of relevance in the implementation of learning recovery plan (LRP) in addressing learning gaps with a mean of 4.53 (Very High) in which indicator assigns teaching and learning process and re-mediation and intervention are relevance got the highest response. On the other hand the level of responsiveness has the lowest indicative assertion with the mean of 4.47 and were perceive the respondents as (Very Good).

In the extent of the level of effectivity ang efficiency of the learning outcomes on terms of with the over all mean of 4.46 and standard deviation of 0.56, (Very High). Nevertheless, teaching methodology got the highest mean of 4.51(Very High) I which the indicator recognize the students accomplishments and respond appropriately to their concerns. On the other hand stakeholder effort had the lowest mean of 4,42 and was perceived by the respondent as (Very High)

Additionally regarding the significant difference between the level of the implementation of learning recovery plan and effectivity and efficiency of the learning outcomes in the LRP as perceived by the respondents revealed that the implementation of LRP and effectivity and efficiency of learning outcomes are significantly related as to responsiveness as to Communication an stakeholder support system, relevance as to remediation and intervention and appropriateness as to framework and support significantly related to the implementation of learning recovery plan (LRP) in addressing learning gaps in all level of effectivity and efficiency.

Lastly the finding revealed that the implementation of learning recovery plan (LRP) in addressing the learning gaps predict the effectivity and efficiency of the learning outcomes in the school.

Table 1. Perceived Level of Responsiveness in the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps.

Responsiveness	Mean	Standard Deviation	Verbal Interpretation
Physical and Mental	4.47	0.53	Very High
Communication Plan	4.58	0.53	Very High
Professionalism	4.58	0.52	Very High
Community and Stakeholders Support System	4.23	0.63	Very High
Overall	**4.47**	**0.55**	**Very High**

Legend: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderately High; 3.41-4.20=High; 4.21-5.00=Very High

Table 1 shows responsiveness on the implementation of learning recovery plan (LRP) addressing the learning gaps is shown in table 8 above, with an overall mean of 4.47 and standard deviation of 0.55 (Very High).

This result shows that the respondents' perceived level responsiveness on the implementation of Learning Recovery Plan (LRP) addressing learning gaps. Can openly express their thoughts that learners physical, mental and overall well being is was being observed, together with the com parent about the various school program implementations for students and teachers and how they can participate in each project, thru better communication plan. Meanwhile in the professional aspect for teachers readiness every school year they have a School Learning Action Cell (SLAC) to provide technical support and assistance for reskilling and upskilling for professional growth and development.

The data also suggested the community and stakeholders support in the learning gaps in the literacy and numeracy among learners. That's why the Department of Education implement the Learning Recovery Plan to insure that all learners can catch up and accelerate their learning together with the socio- emotional and behavioural recovery among them.

The perceived result in the summary of the level of responsiveness in the implementation of learning recovery plan (LRP) in addressing learnings gaps of effective and efficient learning outcomes show that the communication plan and professionalism are the two indicators that give the high impact in the responsiveness among teachers and parents to make the learning process possible and effective.

On the other hand, responsiveness as to community and stakeholders support system with the least mean result need to give attention so that the teachers will work together with the community collaboratively to provide effective and efficient learning outcomes.

Table 2 The perceived Level of Relevance in the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps of Effective and Efficient Learning Outcomes.

Relevance	Mean	Standard Deviation	Verbal Interpretation
Teaching and learning process	4.53	0.55	Very High
Remediation and intervention program	4.52	0.53	Very High
Overall	**4.53**	**0.54**	**Very High**

Legend: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderately High; 3.41-4.20=High; 4.21-5.00=Very High

Table 2, shows the relevance on the implementation of Learning Recovery Plan (LRP) in addressing learning gaps, respondents' perceived level of relevance as to teaching learning methodology and remediation and intervention are (Very High) as shown by the ovel all mean of 4.53 on a scale of " Very High" . This means that the respondent's conduct of regular literacy and numeracy assessments are relevance conduct of the enrichment activities that also involve literacy and numeracy skills regularly. These include the continuous monitoring and evaluation of the activities to identify gaps and areas of improvement and the continuous provision of technical assistance and giving of feedback to address identified issues and challenges. to focus on reversing the gaps to accelerate learning.

The table above summarized the respondents perception of the level relevance in the implementation of learning recovery plan (LRP) of effective and efficient learning outcomes through teaching and learning process from which they apply there knowledge and skills to provide quality outcomes, with the help of different remediation and intervention programs that upgrade the capacity of learners to effective and efficient learning outcomes.

The summary of perceived Level of Relevance in the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps of Effective and Efficient Learning Outcomes, reveals that the teaching and learning process and remediation program are effective and efficient as they are implemented and monitor properly by the teachers to increase the literacy and numeracy level of each learners.

Table 3. The perceived Level of Appropriateness the on implementation of Learning Recovery Plan (LRP) addressing the learning gaps.

Appropriateness	Mean	Standard Deviation	Verbal Interpretation
School physical facilities	4.48	0.54	Very High
Framework support	4.56	0.53	Very High
Overall	4.52	0.54	Very High

Legend: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderately High; 3.41-4.20=High; 4.21-5.00=Very High

Table 3. shows the level of appropriateness on the implementation of learning recovery plan (LRP) addressing the leaning gaps as to school facilities and Framework support. The teachers has a perceived level of appropriateness as (Very High) as shown by the over all mean of 4.52 on the scale of (Very High) this means that the teachers promote the Bayanihan among internal and external stakeholders and implement the Brigada Eskwela and Oplan Balik Eskwela, on the other hand they also establish positive relationship with the partners and other stakeholders as to the the appropriateness in the school physical facilities, they respondents' also implement the literacy and numeracy School Learning Action Plan (SLAC) and allowed participation in seminars, trainings and Learning Action Plan (LAC) activities that benefit effective classroom instruction in numeracy and literacy as to framework and support. By identifying and engaging potential partner and stakeholders appropriate school physical facilities and framework support will be possible in addressing the leaning gaps on the implementation of learning recovery plan (LRP) in addressing learning gaps.

Table 5. The perceived Level of Effectivity and Efficiency in the   Implementation of Learning Recovery Plan (LRP) addressing the learning gaps.

Effectivity and Efficiency	Mean	Standard Deviation	Verbal Interpretation
Upskilling and Reskilling of Teachers	4.47	0.57	Very High
Stakeholders Effort	4.42	0.58	Very High
Updating and review of project and program	4.43	0.57	Very High
Teaching Methodology	4.51	0.53	Very High
Overall	4.46	0.56	Very High

Legend: 1.00-1.80=Very Low; 1.81-2.60=Low; 2.61-3.40=Moderately High; 3.41-4.20=High; 4.21-5.00=Very High

Table 5. shows the perceived level of Effectivity and Efficiency on the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps as "Very Good) as shown by the overall mean of 4.46 (Very High) and a standard deviation of 0.56. This means that the respondent's attended training and programs that improve the effective classroom instruction, with the used of different teaching methodology like lecture method, inquiry-based learning, role playing and others, and be prepared to take the new challenge teaching literacy and numeracy.

As to upskilling and reskilling of teachers, with the engagement of families and communities in the literacy and numeracy programs and activities as to stakeholders effectively, on the other hand encouraged teachers and stakeholders the much possible contextualization and localized materials for literacy and numeracy as to projects and programs. Lastly as to teaching methodology the respondents, recognize the student accomplishments and respond appropriately.

Table 6. Test of Difference in the Perceived Effectivity and Efficiency of Learning Outcomes by District.

		Sum of Squares	df	Mean Square	F	Sig.
Upskilling and Reskilling of Teachers	Between Groups	4.383	6	0.730	2.316	0.034
	Within Groups	86.102	273	0.315		
	Total	90.484	279			
Stakeholders Effort	Between Groups	4.310	6	0.718	2.186	0.045
	Within Groups	89.690	273	0.329		
	Total	94.000	279			
Programs and Porojects	Between Groups	4.108	6	0.685	2.182	0.045
	Within Groups	85.643	273	0.314		
	Total	89.751	279			
Teaching Methodology	Between Groups	2.372	6	0.395	1.405	0.213
	Within Groups	76.819	273	0.281		
	Total	79.191	279			

Table 6. shows the test of difference on the level of preparation of LRP to the level of effectivity and efficiency of learning outcomes in school in addressing the learning gaps in terms of responsiveness, relevance and appropriateness. The result shows that among the variables the upskilling and reskilling of teachers (F=2.316; p=.034), stakeholders (F=2.186; p=0.45) and programs and projects (F=2.182; p=0.045) have significant difference at .05 level of significance. Which reveals that the perception of the respondents, of between group among the seven central school in the Division of San Pablo have (sig=0.034) in terms of upskilling and reskilling of teachers because they have different approaches and the way enhancing the teachers skills and potentials like the ICT skills lack session for teachers, the inset seminar in different subject areas form which the development of the different skills and potential of teachers are based on the needs and capacity of each one of them.

Moreover, in term stakeholder effort with (sig=0,045) the respondents' perception are different from which they different school community which covers different barangays or the service areas they belong. The stakeholder's effort is shown during the different school projects and programs implementation like Brigada Eskwela, Oplan balik eskwela, general assembly like orientation, PTA meeting and the like.

On the other hand, the perception of the respondents shows (sig=0.045) in term of updating and review of project and programs, from which the different school implemented different Project, Program and Activities (PPA's) aligned in the Annual Improvement Plan (AIP).

Therefore, the perception of the respondents in terms of teaching methodology (sig=0.213) is different among the school due to the different teaching methods apply by the teachers that depend on the capacity of learners, and the subject area from which they are applied. Whether it is a teacher-centered instruction of learner- centered instruction from which it directly effect the teaching and learning process. So that all the of effectivity and efficiency of the for indicators revealed that the different schools have different way in terms of upskilling and reskilling of teachers, stakeholders effort, updating and reviewing of project and programs and teaching methodology it all depends in the needs and applications to the PPA's aligned to their AIP.

Table 7. Regression of the Effectivity and Effeiciency in Upskilling and reskilling of teachers on the implementation of learning recovery plan (LRP) in addressing the learning gaps

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.127	0.177		0.720	0.472
Professionalism	0.159	0.069	0.144	2.282	0.023
Community and Stakehold-ers Support System	0.124	0.044	0.137	2.803	0.005
Remediation and Interven-tion	0.343	0.067	0.321	5.098	0.000
Framework and support	0.337	0.072	0.314	4.697	0.000

R = .834, R-sq = .696, F(4,275)=157.447, =.000

Table 7. Presents the regression analysis of teachers effectivity and efficiency in upskilling and resiling of teachers based on the responsiveness, relevance and appropriateness, on the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps

Multiple linear regression was conducted the enhanced effectivity and efficiency in upskilling and reskilling of teachers based on the responsiveness, relevance and appropriateness, on the implementation of Learning Recovery Plan (LRP) in addressing the learning gaps as dependent variables.

The regression analysis revealed that the professionalism of teachers (B=0.159), Communication and stakeholder support system (B=0.124), Remediation and Intervention (B=0.343) and framework and support (B= 0.337) have a significant contributions to the level of effectivity and efficiency in upskilling and reskilling of teacher on the implementation of learning recovery plan (LRP) in addressing the learning gaps. As shown by the result F(4,275)=157,p=000 and accounted for 69.6% of the variation accounting to the extent of upskilling and reskilling of teachers as to responsiveness, relevance and appropriateness on the implementation of Learning Recovery Plan (LRP) in addressing learning gaps.

This implies to improve the professionalism, community and stakeholders support system, remediation and intervention and framework and support.

The model suggest that professionalism, community and stakeholders support system,

remediation and intervention and framework and support significantly influence the responsiveness, relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps of effective and efficient learning outcomes. Thus, the final regression is:

URT = 0.127 + 0.159 P + 0.124 CSSS + 0.343 RI + 0.337 FS

Where:
URT= Upskilling and Reskilling Teaching
P= Professionalism
CSSS= Community and Stakeholders Support System
RI= Remediation and Intervention
FS= Framework and Support

The equation above suggest that for every one (1) point increase in the respondents upskilling and reskilling of teachers as to responsiveness, relevance and appropriateness on the implementation of Leaning Recovery Plan (LRP) in addressing learning gaps of effectivity and efficiency of learning outcomes, there is 0.59 in professionalism of teachers, 0.124 in the community and stakeholders support system, 0.343 in remediation and intervention and 0.337 in framework and support, holding the variable is constant.

The effectivity and efficiency of upskilling and reskilling of teacher , as to responsiveness relevance and appropriateness on the implementation of LRP, during the Coronavirus

(COVID-19) pandemic, remote instruction first became popular, but it led to a number of gaps since teachers weren't ready to deliver lessons online. Due to a lack of digital competence, teachers were unable to use technology creatively to address problems and facilitate students' learning. This study was supported by the study of Elsayary (2023) the impact of the upskilling training programme on the development of the teachers' digital competence. Educators need to provide teachers with suitable online and face-to-face training that meets the teachers' needs. However, understanding the difference between upskilling and reskilling training programmes is vital to delivering training that develops the teachers' capabilities.

Table 8. Regression of Effectivity and Efficiency in Stake holders effort on the Implementation of Learning Recovery Plan (LRP) in addressing the learning gaps.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
4 (Constant)	0.234	0.183		1.279	0.202
Community and Stakeholders Support System	0.315	0.046	0.340	6.849	0.000
Communication Plan	0.152	0.063	0.139	2.396	0.017
School Physical Facilities	0.172	0.077	0.161	2.245	0.026
Framework and support	0.305	0.081	0.279	3.742	0.000

R = .823, R-sq = .678, F(4,275)=144.833, p =.000

presents the regression of effectivity and efficiency in stakeholders effort as to responsiveness appropriateness on the implementation of learning recovery plan (LRP) in addressing the learning gaps of effective and efficient learning outcomes.

Multiple linear regression analysis of effectivity and efficiency in stakeholders effort as to responsiveness and appropriateness on the implementation of learning recovery plan (LRP) in addressing the learning gaps as dependent variables.

The regression analysis revealed that Community and stakeholder support system (B=0.315), Communication Plan (B=0.152), School Physical Facilities (0.172), and Framework and support (0.305) have significant contribution to the level of effectivity and efficiency in the stakeholders effort as to responsiveness and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps as shown by the result $F(4,275)=144.833, p=000$ and accounted for 67.8 % of the variation accounting to the extent of effectivity and efficiency of the stakeholders effort as to responsiveness and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps.

This implies to improve the stakeholders effort in communication plan, school physical facilities, and framework and support.

The model suggest that communication plan, school physical facilities, and framework and support significantly influence effectivity and efficiency od stakeholders effort as to responsiveness and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps of effective and efficient learning outcomes., the final regression is:

SE = 0.243 + 0.315 CSSS + 0.152 CP + 0.172 SPF + 0.305 FS

Where : SE= Stakeholders Effort
CSSS= Community and Stakeholders Support System
CP = Communication Plan
SPF= School Physical Facilities
FS= Framework and Support

The equation further justifies that for every one (1) point increase in respondents effectivity and efficiency in stakeholders effort , there is 0.315 increase in community and stakeholders support system, 0.152 increase in communication plan, 0.172 in school physical facilities, and 0.305 on framework and support, holding the variable is constant.

The effectivity and efficiency of stakeholder effort is reflected based on how the responsiveness and appropriateness on the implementation of learning recovery plan (LRP) in addressing the learning gaps of effective and efficient learning outcomes after pandemic. This findings was supported by the study of Gichohi (2015) Academic performance outcomes may be influenced by stakeholder participation in schools and the of the leaders to persuade the stakeholders. High performance could also be impacted by use both the existing human and material resources. However, Nakuru has reported seeing it. Despite efforts made by the municipality, student performance in public elementary schools is declining. Academic performance outcomes may be influenced by stakeholder participation in schools and the of the leaders to persuade the stakeholders. High performance could also be impacted by use both the existing human and material resources. Despite efforts made by school, student performance in public elementary schools is declining.

Table 9. Regression of Effectivity and Efficiency in Projects and Program on the implementation of the Learning Recovery Plan (LRP) in addressing learning gaps.

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
4	(Constant)	0.226	0.169		1.334	0.183
	Community and Stakeholders Support System	0.224	0.044	0.247	5.061	0.000
	Remediation and Intervention	0.246	0.066	0.231	3.733	0.000
	School Physical Facilities	0.177	0.074	0.170	2.400	0.017
	Framework and support	0.297	0.076	0.278	3.930	0.000

$R = .838$, R-sq $= .701$, $F(4,275)=161.554$, p $=.000$

Table 9. Presents the regression analysis for the effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps

Multiple linear regression was conducted the effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps as dependent variables.

The regression analysis revealed analysis that community and stakeholders support system (B=0.224) , remediation and intervention (B=0246), school physical facilities (B=0.177) and framework and support (B=0297) have a significant contributions to the level of effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps as shown by the result $F(4,275)=161.554$, p=000 and accounted for 70.10% of variation accounting to the extent of effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps.

This implies to improve the level of effectivity and efficiency of projects and program, with community and stakeholders support system for the implementation remediation and intervention, together with the school physical facilities and framework and support.

The model suggested that community and stakeholders support system, remediation and intervention, school physical facilities, and

framework support significantly effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps. Thus the final regression is:

PP= 0.226 + 0.224 CSSS + 0.246 RI + 0.177 SPF + 0.297 FS

Where: PP= Project and Programs
CSSS = Community and Stakeholders Support System
RI = Remediation and Intervention
SPF = School Physical Facilities
FS = Framework and Support

The equation further justifies that for every (1) point increase in the effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gaps, there is a 0.224 point increase community and stakeholders Support System, 0.246 increase in the remediation and intervention, 0.177 increase in School Physical Facilities and 0.297 increase in Framework and support, keeping the other variable constant.

The measure the effectivity and efficiency of projects and programs, as to responsiveness, relevance and appropriateness on the implementation of learning recovery plan in addressing the learnings gap is reflected on how the to improve the different projects and programs with the constant community and stakeholder support system, to improve the remediation and intervention together with the upgrade of school physical facilities and framework support of the administration. This findings was supported by the study of Crawford., et.al (2008) that despite decades of efforts to increase project success rates by emphasizing project and programs expertise of practitioners, compelling evidence suggests that project success or failure is not solely under the control of the project manager and project team. The need of top management support has emerged as a significant theme among contextual factors that are vital in affecting the development and outcomes of projects. The spotlight on corporate governance has intensified as a result of multiple high-profile company failures, which have brought attention to the necessity for accountability, transparency, and the capacity to carry out strategy. This increasing focus on corporate governance is another aspect that has brought attention to the sponsorship function.

Table 10. Regression of Effectivity and Efficiency of Teaching Methodology on the Implementation Learning Recovery Plan (LRP) in addressing the learning gaps.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
4	(Constant)	0.642	0.172		3.742	0.000
	Remediation and Intervention	0.337	0.064	0.337	5.242	0.000
	School Physical Facilities	0.259	0.073	0.264	3.532	0.000
	Framework and support	0.259	0.076	0.258	3.402	0.001

R = .807, R-sq = .651, F(3,276)=171.911, p =.000

Table 10. Presents the regression analysis for the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps.

Multiple linear regression was conducted with the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps as dependent variables.

The regression analysis revealed that remediation and intervention (B=0.337), school physical facilities (B= 0.259) and Framework

and support (B= 0.259) have a significant contribution to the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps as shown by the result $F(3.276)=171.911, p=000$ and accounted for 65.10% of the variation accounting to the extent of the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps.

This implies to improve the remediation and intervention in teaching learning process the school should improve the school physical facilities together with the framework and support in the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps.

The model suggested that remediation and intervention, school physical facilities and framework and support significantly influence the performance of teachers based on the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps. Thus, the final regression is:

TM= 0.642 + 0.337 RI + 0.259 SPF + 0.259 FS

Where :
TM = Teaching Methodology
RI = remediation and Intervention
SPF = School Physical Facilities
FS = Framework and Support

The equation further justifies that for every one (1) point increase in respondent the effectivity and efficiency of teaching methodology as to relevance and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps. , there is a 0.337 point increase in remediation and intervention, 0.259 increase in school physical facilities and 0.259 increase in frameworks and support keeping the other factors constant.

The measure of the effectivity and efficiency of teaching methodology as to relevance

and appropriateness on the implementation of learning recovery plan (LRP) in addressing learning gaps, help the teachers in the remediation and intervention program, specially when the school has a good school physical facilities and framework support, despite of the learning gaps after pandemic. This findings was supported by the study of Vin-Mbah (2012) The teacher's approach ultimately determines whether an educational endeavor is successful or not. It further clarifies. Several criteria or guidelines are required for the instructor to choose the most effective teaching strategy for the teaching-learning process. It also noted their ramifications and offered advice and solutions.

Conclusion

The findings of the study led to the formulation of the following conclusions:, level of implementation of learning recovery plan (LRP) addressing the learning gaps are as to responsiveness, relevance and appropriateness are effective and efficient in terms of upskilling and reskilling of teachers, stakeholder effort, updating and review of projects and programs, and teaching methodology, based on the multiple linear regression all the preparation in the implementation of LRP shows and effective and efficient of the learning outcomes in learning recovery plan (LRP) in terms of upskilling and reskilling of teachers, stakeholder's effort, improve learning environment, updating and review of project and program and teaching methodology, regardless of the age, years in service, schools or division they belong, the multiple linear regression conducted with preparation of the implementation of LRP responsiveness (physical and mental resilience, communication plan, remediation and intervention program, professionalism, community and stakeholders support system); relevance (teaching and learning process, remediation and intervention program); and appropriateness (school physical facilities and framework support) which shows that that the level of preparation in the implementation of LRP addressing the learning gaps shows the readiness of the division of San Pablo in the full implementation of LRP for S.Y. 2023-2024.

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

1. The implementation of learning recovery plan (LRP) is effective and efficiency as to responsiveness, relevance and appropriateness so that my have the additional project for the school in terms community and stakeholders support system, remediation and intervention at framework support will be done.

2. 2. Future researchers may be encouraged to conduct further studies embedded the different preparation in the implementation of learning recovery plan (LRP) addressing the learning gaps.

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