



## Implementation of Basic Continuity and Recovery Plan, Teacher Engagement, and Parental Involvement in Public Secondary School: A Basis for School-Home Framework

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### Abstract

*As the face-to-face classes progress schools reopen their ground for the school year 2022-2023. Although expected, it is discovered that many learners do not meet the expected outcomes in mastery of basic numeracy and literacy skills and competencies. The Department of Education instantly developed a recovery learning plan framework to guide schools in addressing learning gaps. The main thrust of this paper was to determine the level of implementation of the Basic Continuity and Recovery Plan, Teacher Engagement, and Parental Involvement in public schools.*

*The findings of the study revealed that the implementation level of basic continuity and recovery plan as assessed by the school head in terms of the development and implementation of long-term and catch-up plans to accelerate learning and reintegration of learners' safe return to the school system was implemented. In terms of establishment of teachers' and learners' support systems through community and stakeholders' collaboration, literacy and numeracy assessment levels and learners' overall situation, especially the marginalized and modification learning package focused on fundamental skills towards resiliency were fully implemented. The level of teacher engagement in terms of vigor, dedication, and absorption were very often. The level of parental involvement was highly involved. There was no significant difference amongst respondents' assessment on Implementation of Basic Continuity and Recovery Plan, Teacher Engagement, and Parental Involvement. There was a significant relationship between basic continuity and recovery Plan, teacher engagement and parental involvement. A localized School-Home Framework that focused on the four pillars of school-home partnership and connection was proposed.*

**Keywords:** *Basic Continuity; Recovery Plan; Teacher Engagement; Parental Involvement; School-Home Framework*

### INTRODUCTION

COVID-19 remains the foremost contributing factor in unprecedented challenges in education right now. At this point, the biggest effect arises from the hiatus of attending classes face-to-face. To address such concerns, leaders of the Philippine education headed by the Department of the Education, the Basic Education Learning Continuity Plan (BE-LCP) was developed as the necessity to continue education despite the limits imposed by the COVID-19 crisis. This plan was produced to reconstruct the Most Essential Learning Competencies (MELC) which is part of the Department's long-term response to the call of Sustainable Development Goal number 4 to develop resilient education systems, most especially during emergencies, and to allow multiple learning delivery modalities, such as distance learning and blended learning, either on top of or in place of face-to-face learning, where Self-Learning Modules (SLMs) will be made accessible in print and offline/online digital forms, for usage beginning with the next school year, with the goal of assisting learners, parents, and instructors in the implementation of various learning delivery modalities (Kilag et al., 2023). BE-LCP is a package of education interventions that will respond to challenges in basic

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education.

Meanwhile, the weight of the enactment of the mentioned plan lay in the school administrators, teachers and subsequently to the parents. Teacher engagement refers to a multifaceted motivating concept that represents a teacher's decision to devote energy resources to their profession.

On the other hand, [Lara and Saracosti \(2019\)](#) stated that participation by parents in their children's educational activities and experiences was what was meant when talking about parental involvement. This involved having conversations about what was going on at school, sharing goals and expectations, overseeing and assisting with learning activities that took place at home, maintaining contact with teachers and staff, and volunteering at the school. Parental participation enhanced student performance, self-esteem, and conduct.

As the face-to-face classes progress schools reopen its ground for the school year 2022-2023. Although expected, it is discovered that many learners do not meet the expected outcomes in mastery of basic numeracy and literacy skills and competencies. The Department of Education instantly develops a recovery learning plan framework to guide schools in addressing learning gaps.

With these educational reforms mentioned, parental involvement can be seen as one of the main supports of the students' continuous reclamation of these learning gaps since parents are considered as a learning facilitator once the student goes home after school or work. The school and its external and internal stakeholders are expected to develop projects and programs that would address these learning gaps. Hence, aside greatly from teachers, parents will play an essential part in the implementation of BE-LRCP.

The study determined the level of implementation of basic continuity and recovery plan, teacher engagement, and parental involvement in a public secondary school, specifically, it answered the following questions: (1) What is the implementation level of the basic continuity and recovery plan as assessed by the school head, teachers, and parents? (2) What is the level of teacher engagement in the implementation of the basic continuity and recovery plan as assessed by the school head and teachers themselves? (3) What is the level of parental involvement in the implementation of basic continuity and recovery plan as assessed by its teachers and parents themselves? (4) Is there a significant difference between the assessment of school heads and teachers on implementation the basic continuity and recovery plan, teacher engagement and parental involvement? (5) Is there a significant relationship between the implementation of basic continuity and recovery plans and teacher engagement? (6) Is there a significant relationship between the implementation of basic continuity and recovery plans and parental involvement? and (7) Based on the findings, what school-home framework can be proposed?

## LITERATURE REVIEW

The present study has the facet of the study of [Armstrong et al., \(2018\)](#), [Militello and Janson \(2007\)](#) on the alliance of school administrators in supportive learning, in which [Wesley \(2018\)](#), [Wikerson \(2017\)](#), and [Dahir et al., \(2017\)](#) emphasized the significance of collaborative relationships in an education system. [Altbach and de Wit \(2020\)](#) discussed that when making decisions, all other members, contributors to the system, should be included in the considerations. It was also related to the study of [Williams and Wehrman \(2017\)](#), [Copeland \(2017\)](#), and [Murphy \(2016\)](#), who all emphasized the roles and responsibilities of administrators, especially the school principal, were changing due to external factors and should be adaptable. In addition, [Nartiningrum & Nugroho \(2020\)](#) and [Dorn et al., \(2020\)](#) conferred that the education system had flourished and withered, allowing the involved ones to triumph over challenges and that resiliency of it was from the successful involvements. Hence, school administrators' collaborative relationships and understanding of their changing roles and responsibilities had a great impact on the education system.

Furthermore, [Cash \(2017\)](#) and [Tabassi \(2018\)](#) convened that in an organization, building innovations among workers and making them follow to achieve goals were the leaders aimed. Also, [Delmonte \(2020\)](#), [Munir \(2020\)](#), and [Demchenko et al. \(2021\)](#) mentioned that teacher's absorption of work revolved around the decision making of the school leaders. It will greatly impact their work performance. In addition, the studies of [Bakker and Albrecht \(2018\)](#), [Fegert, J.M., Kehoe, L.A., Çuhadaroglu Çetin, F. et al. \(2021\)](#), and [Gawke et al. \(2017\)](#) highlighted that through proper management of the school head, increased support within the educational system plays an important role in employee engagement. In addition, [Wang et al. \(2022\)](#), [Megawati and Sutarto \(2021\)](#), [Zhong and Li \(2020\)](#), [Ngcamu and Mantzaris \(2023\)](#), [Harris \(2020\)](#), and [Rodriguez-Izquierdo \(2020\)](#) discussed the effects of teachers in the delivery of learning where students' achievement boosted performance crucial in the accomplishment of any educational system, distance or not. That teacher-student relationship and interaction had positive effects on students' achievement and satisfaction therefore cultivating strong connections between teachers and students not only changed student behavior but also led to improvements in teaching.

Lastly, [Lara and Saracostti \(2019\)](#), [Tan \(2019\)](#), [Carpenters et al. \(2016\)](#), [Sari and Maningtyas \(2020\)](#) discussed that the education system engaged parents to the academic demands of their children which resulted in a constructive relationship between academic achievement and parental involvement in education. The emerging needs of learners during the pandemic with which the parents' involvement had been identified as one.

In conclusion, these resources reinforced the researcher in her discussion to enlighten the claim used in this study. This study explored the readiness in addressing learning gaps and return of learners to school after the two-year hiatus due to the pandemic by assessing the level of implementation of the Basic Continuity and Recovery Plan and the involvement of parents. This study provided the participating organizations with an understanding of the implementation of basic continuity and recovery plan, teacher engagement, and parental involvement. The identified factors measured in this study help the organization make more appropriate decisions in improving the implementation of the plan.

### **Theoretical Framework**

This study relied heavily on Department Order no. 012 s.2020 or the Adoption of the Basic Education Learning Continuity Plan for the school year 2020-2021 in light of the COVID-19 Public Health Emergency and Division Memorandum no. 185 s. 2022, the Guidelines on the Implementation of project DREAM as a banner initiative under the Basic Education-Learning Recovery and Continuity PLAN (BE-LRCP) FOR SY 2022-2023. In response to the call of the department for BE-LCP, the Division of Calamba City created project DREAM as a banner initiative for the school year 2022-2023 aimed for the latter. The implementation of Project DREAM is the response to the identified learning gaps, losses, and deficiencies brought about by the pandemic and other education emergencies.

The school and its external and internal stakeholders are expected to develop projects and programs that would address these learning gaps. Hence, aside greatly from teachers, parents will play an essential part in the implementation of BE-LRCP. Engagement and involvement imply collaboration that results in participants' feeling valued for their unique contribution to any program. In connection, Self-Determination Theory has been accepted as an approach for explaining the function mechanism between human beings' psychological needs and their inner motivations, which in turn facilitates positive personal functioning ([Ryan & Deci, 2017](#)).

### **Hypotheses**

The study tested the following hypotheses:

*H<sub>01</sub>*: There is no significant difference between the assessments of the school heads, teachers, and parents on the level of implementation of Basic Continuity and Recovery Plan, Teacher

Engagement, and Parental Involvement.

*Ho2*: There is no significant relationship between the level of implementation of Basic Continuity and Recovery Plan, Teacher Engagement, and Parental Involvement.

## RESEARCH METHOD

A descriptive-correlational research design was applied in this study. As the research describes the educational reform that addresses the learning gaps, the researcher tries to illuminate phenomena through sensibly designed and measured data collection and analysis of the results. Consequently, a correlational study involves collecting data to determine the degree to which a relationship exists between the Basic Continuity and Recovery Plan, Teacher Engagement, and Parental Involvement.

The tools used in this research were a researcher-made questionnaire and adopted questionnaires. The researcher-made questionnaire was based on Division Memorandum no. 185s. 2022. This part brings forth the responses on the implementation level of Basic Continuity and Recovery Plan in accordance with the project DREAM, as per the division memorandum. To ensure the validity of the survey questionnaire assessing the level of implementation of BE-LCRP, its content was validated by the researcher's Research director, Statistician, and field experts such as school heads and district supervisors. All 20 indicators in the survey questionnaire received a Content Validity Ratio of higher than 0.99, which was verbally interpreted as retained. As for the reliability of the validated instrument, Cronbach's Alpha was utilized. With the level of agreement of .974, the internal consistency was found to be excellent.

Adopted questionnaires were from School-Based Management (SBM) and the Community Involvement of External Stakeholders authored by [Gecolea \(2015\)](#) and [Saks A.M \(2019\)](#) on Antecedents and consequences of employee engagement revisited, and the Mediator Role of Work Engagement between Academic Procrastination and Academic Responsibility by [Çapri et al., \(2017\)](#). To provide a meaningful discussion and interpretation of the data to be gathered, the following statistical tools were utilized:

- Concerning the level of implementation of the basic continuity and recovery plan, level of teachers' engagement, and level of parental involvement, weighted mean and Likert Scale were used.
- To determine the significant difference between the respondents' assessment on the level of implementation of the basic continuity and recovery plan, level of teachers' engagement, and level of parental involvement, analysis of variance or ANOVA was used.
- For a significant relationship between the respondents' assessment of the level of implementation of the basic continuity and recovery plan, level of teachers' engagement, and level of parental involvement, the Pearson product correlation was utilized.

The data gathered from the school head of the school and seven (7) other school heads from the same division, sixty-five (65) teachers and seventy (70) parents from the participating schools were collected from May 2023 to June 2023.

## FINDINGS AND DISCUSSION

The results of Table 1 imply that the representatives from each of the main stakeholder groups are gathered together in order to construct, carry out, and communicate the acceleration strategy for the system or school, conduct an analysis of the facts at hand to determine the most pressing requirements and objectives, determine which criteria and topics should be given priority for each course and grade level, and establish a cycle of ongoing monitoring and improvement to serve as a guide for subsequent activities.

According to [Nartiningrum et al., \(2020\)](#) education systems that were resilient had the ability to

meet the requirements of all students, including those who were in the most precarious situations. This responsiveness might mean providing timely and effective individualized interventions, providing more teaching or resources, or allocating resources in a more focused manner. The more recent related policy actions that had been made in response to the COVID-19 epidemic demonstrated a desire among policy makers to commit extra resources to kids who were in greater need of help, as well as to improve capacity among educators to offer this support.

**Table 1.** Level of Implementation of Basic Continuity and Recovery Plan as Assessed by its School Heads, Teachers, and Parents in terms of Development and Implementation of Long-term and Catch-up Plans to Accelerate Learning

Indicators	School Head		Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Communicated division education development plan.	3.38	FI	3.17	I	3.10	I	3.22	I
2. Identified critical learning gaps and losses.	3.25	FI	3.20	I	3.04	I	3.16	I
3. Conducted research to track the effectiveness of programs.	2.75	I	3.11	I	3.11	I	2.99	I
4. Strengthen monitoring, evaluation.	3.25	FI	3.17	I	3.13	I	3.18	I
<b>General Assessment</b>	<b>3.16</b>	<b>I</b>	<b>3.16</b>	<b>I</b>	<b>3.10</b>	<b>I</b>	<b>3.14</b>	<b>I</b>
Legend: 3.25-4.00 Fully Implemented (FI)		2.50-3.24 Implemented (I)						
1.75-2.49 Partially Implemented (LI)		1.00-1.74 Not Implemented (NI)						

The results of Table 2 suggest that it is essential that educational efforts must be maintained despite the additional difficulties posed by the epidemic. Direct interaction between teacher and student promotes deeper comprehension and retention of material covered in class while also providing an opportunity for students to form relationships with one another.

However, [Dorn et al., \(2020\)](#) stated that equity problems were not going away even as educational institutions were becoming, more open. Children will certainly find themselves in a more precarious position because of the pandemic' economic and health effects. In addition, when educational institutions flourished and withered according to the pattern of a viral epidemic, students may find it more difficult to maintain the routine of going to class, and they may become disengaged from both their own education and the education of their classmates.

**Table 2** Level of Implementation of Basic Continuity and Recovery Plan as Assessed by its School Heads, Teachers, and Parents in terms of Reintegration of Learners' Safe Return to the School System

Indicators	School Head		Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Prioritized improvement of school facilities and equipments.	3.25	FI	2.98	I	3.14	I	3.12	I
2. Intensified delivery of basic health and nutrition services.	3.50	FI	3.22	I	3.16	I	3.29	FI
3. Implement overall wellness program.	3.25	FI	3.03	I	3.13	I	3.14	I
4. Activate office-school-home-community coordination.	3.75	FI	3.02	I	3.09	I	3.29	FI
<b>General Assessment</b>	<b>3.44</b>	<b>FI</b>	<b>3.06</b>	<b>I</b>	<b>3.13</b>	<b>I</b>	<b>3.21</b>	<b>I</b>

Table 3 implies that t by working together with stakeholders, you may identify possible

threats that might have a negative effect and manage connections that pose a threat to your organization's relationship with the community. According to [Zeho et al., \(2020\)](#) that community-level stakeholders are those who has an interest in a project or those who will be impacted by a project. Stakeholders may also refer to individuals who will be affected by a project. This endeavor was a crucial component in ensuring alignment with the organization's purpose and strategy, as well as gaining support for the project's objectives.

**Table 3.** Level of Implementation of Basic Continuity and Recovery Plan as assessed by its School Heads, Teachers, and Parents in terms of Establishment of Teachers' and Learners' Support Systems through Community and Stakeholders' Collaboration

Indicators	School Head		Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Implemented quality-assured and NEAP-approved	3.25	FI	3.09	FI	3.17	I	3.17	I
2. Broadened scope of services and support to learners.	3.75	FI	3.34	I	3.31	I	3.47	FI
3. Joined support among other stakeholders.	3.63	FI	3.25	FI	3.13	I	3.34	FI
4. Leveled up provision of technical assistance.	3.38	FI	3.17	I	3.14	I	3.23	I
<b>General Assessment</b>	<b>3.50</b>	<b>FI</b>	<b>3.21</b>	<b>I</b>	<b>3.19</b>	<b>I</b>	<b>3.30</b>	<b>FI</b>

The results of table 4 indicate that acquiring a level of literacy and numeracy that is adequate may meaningfully enhance one's life. These aspects might include one's social interactions, educational undertakings, and professional opportunities. To get a deeper comprehension of the practical applications of one's arithmetic abilities. At every available opportunity, students should work on improving their own numeracy. Where [Megawati and Sutarto \(2021\)](#) highlighted that for learners to be successful in developing their scientific abilities, literacy and numeracy skills were very necessary. Teachers provided students with help by determining the students' levels of literacy and numeracy, expanding on the students' existing strengths, and addressing any areas of weakness identified.

**Table 4.** Level of Implementation of the Basic Continuity and Recovery Plan as Assessed by its School Head, Teachers, and Parents in terms of Assessment of Literacy and Numeracy Levels and Learners' Overall Situation, especially the Marginalized

Indicators	School Head		Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Conducted reading and numeracy.	3.38	FI	3.22	I	3.23	I	3.28	FI
2. Localized and utilized literacy assessment.	3.63	FI	3.31	FI	3.31	FI	3.42	FI
3. Institutionalized mechanisms.	3.38	FI	3.22	I	3.07	I	3.22	I
4. Increased coverage of services.	3.25	FI	3.17	I	3.11	I	3.18	I
<b>General Assessment</b>	<b>3.41</b>	<b>FI</b>	<b>3.23</b>	<b>I</b>	<b>3.18</b>	<b>I</b>	<b>3.27</b>	<b>FI</b>

Table 5 shows that allowing students to take responsibility for their own education is another method for making efficient use of the available digital resources. Students have the option of perusing a teacher's curated collection of materials or doing their own independent searches for relevant material. Moreover, [D'Addario et al., \(2020\)](#) mentioned that the integration of technology into educational settings gave students more leeway to study at their own rates. The addition of digital

media to the teaching and learning process made it more engaging, enjoyable, and interactive for everyone involved and that students were able to retain more information as a result.

**Table 5.** Level of Implementation of Basic Continuity and Recovery Plan as Assessed by its School Heads, Teachers, and Parents in terms of Modification Learning Package Focused on Fundamental Skills toward Resiliency

Indicators	School Head		Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. Developed and quality-assured.	3.38	FI	3.12	I	3.17	I	3.22	I
2. Digitized learning resources.	3.63	FI	3.28	FI	3.31	FI	3.41	FI
3. Encourage multi-sectoral participation.	3.25	FI	3.23	I	3.10	I	3.19	I
4. Collaborate with entities working on.	3.38	FI	3.20	I	3.11	I	3.23	I
<b>General Assessment</b>	<b>3.41</b>	<b>FI</b>	<b>3.21</b>	<b>I</b>	<b>3.18</b>	<b>I</b>	<b>3.27</b>	<b>FI</b>

Table 6 implies that students appreciate the worth of what they are learning if it is applicable to their lives, and consistency guarantees that they are pushed to gain progressive skills and knowledge. In addition, [Rodríguez-Izquierdo \(2020\)](#) stated that a tough class will, in essence, prepared the student by teaching them skills that were valuable in school, in the professional world, and in life, and then having them practice using those abilities.

Assessments that indicated a student's capacity to apply, analyze, and utilize their knowledge in innovative ways across a variety of settings were an essential part of rigorous learning because they required students to use their critical thinking abilities to derive a profound meaning from a wide variety of complicated concepts. If a task was to be regarded as academically challenging, it must provide instructions for students on how to interact with each other and their resources while creating proof of their learning.

**Table 6.** Level of Teacher Engagement as Assessed by School Heads and Teachers Themselves in terms of Vigor

Indicators	School Head		Teachers		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
At my work, I feel ...	4.38	VO	4.28	VO	4.33	VO
At my job, I feel ...	4.88	VO	4.37	VO	4.63	VO
When I get up in the morning, ...	5.00	VO	4.37	VO	4.69	VO
I can continue working ...	5.00	VO	4.38	VO	4.69	VO
At my job, I am very ...	5.50	A	4.54	VO	5.02	VO
At my work, I always ...	5.63	A	4.58	VO	5.11	VO
<b>Composite Mean</b>	<b>5.06</b>	<b>VO</b>	<b>4.42</b>	<b>VO</b>	<b>4.74</b>	<b>VO</b>

Legend: 5.16 – 6.00 Always (A); 4.33 - 5.15 Very Often (VO); 3.50-4.32 Often (O); 2.66- 3.49 Sometimes (S); 1.83-2.65 Rarely (R); 1.00 – 1.82 Almost Never (AN)

Table 7 implies that students who learn the value of dedication as a guiding concept in their lives will benefit from many other aspects of life that call for determination, loyalty, and commitment. Learning how to dedicate oneself, may provide a foundation for increased academic achievements as well as improved interpersonal interactions. Furthermore, Demchenko et. al., (2021) explained that a persistent sense of devotion and support for a person, organization, or concept was what was meant when talking about dedication. Dedication in the workplace indicated that a person had a strong work

ethic and actively sought to develop both oneself and the organization around them because they had a deep connection to the work environment in which they were employed.

**Table 7.** Level of Teacher Engagement as Assessed by its School Heads, Teachers Themselves in terms of Dedication

Indicators	School Head		Teachers		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
I find the work that ...	4.63	VO	4.48	VO	4.56	VO
I am enthusiastic ...	5.13	VO	4.45	VO	4.79	VO
My job inspires me	5.50	A	4.65	VO	5.08	VO
I am proud of the ...	5.50	VO	4.92	VO	5.21	A
To me, my job is ...	5.50	VO	4.88	VO	5.19	A
<b>General Assessment</b>	5.25	VO	4.67	VO	4.96	VO

As shown in the results of Table 8, suggests that when there is learning, when ones are dedicated to learning, particularly outside the sphere of conventional education, when learning becomes an active, chosen experience rather than a necessary one, they engage in conscious absorption. According to Al-Hayaly, & Al-Najjar (2016) the capacity of an organization to transmit, integrate, and delete use of new information that had been gained from outside sources were referred to as knowledge absorption. Education was the foundation upon which a stable existence may be built, and therefore nobody can take it away from you.

**Table 8.** Level of Teacher Engagement as Assessed by School Heads and Teachers Themselves in terms of Absorption

Indicators	School Head		Teachers		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
Time flies when I am ...	4.88	VO	4.72	VO	4.80	VO
When I am working, I ...	5.38	A	4.18	O	4.78	VO
I feel happy when I ...	5.50	A	4.46	VO	4.98	VO
I am immersed in my work	5.25	A	4.57	VO	4.91	VO
I get carried away when ...	5.13	VO	4.38	VO	4.76	VO
It is difficult to detach ...	4.88	VO	4.48	VO	4.68	VO
<b>General Assessment</b>	5.17	A	4.47	VO	4.82	VO

Table 9 implies that the engagement of parents in the education of their children, both at home and at school may be accomplished in a variety of ways, including aiding with homework, attending school activities and parent-teacher conferences, taking part in decision-making processes, or maintaining consistent communication with the instructor of the child's class. Parents who are actively engaged in their children's educational experiences also reap benefits, as they gain a deeper understanding of their child's intellectual and emotional requirements of their kid. They develop a sense of self-assurance over their abilities as parents.

**Table 9** Level of Parental Involvement as Assessed by its Teachers and Parents

Indicators	Teachers		Parents		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
Help in designing school's.	3.83	HI	3.74	HI	3.79	HI
Contribute in creating.	3.95	HI	3.80	HI	3.88	HI



Agree with staff members on.	3.83	HI	3.88	HI	3.86	HI
Participate in the collaborative development of.	3.88	HI	3.67	HI	3.78	HI
Assist leading network in facilitating communication.	3.88	HI	3.72	HI	3.80	HI
Encourage members of the school community.	3.85	HI	3.75	HI	3.80	HI
Seek input from a variety.	3.91	HI	3.57	HI	3.74	HI
Support staff members.	3.85	HI	3.74	HI	3.80	HI
Facilitate change and innovation.	3.97	HI	3.80	HI	3.89	HI
Promote strong sense of learning.	3.83	HI	3.70	HI	3.77	HI
Ensure that a curriculum provides development.	3.98	HI	3.84	HI	3.91	HI
Regularly monitor learning systems by the community.	3.74	HI	3.94	HI	3.84	HI
Help in the continuous review and improve.	3.78	HI	3.86	HI	3.82	HI
Assist in contextualizing assessment results.	3.75	HI	3.71	HI	3.73	HI
Assist learning managers and facilitators nurture.	3.85	HI	3.65	HI	3.75	HI
Implement enjoyable and safe methods.	3.83	HI	3.83	HI	3.83	HI
Ensure that the curriculum.	3.91	HI	3.75	HI	3.83	HI
Help equip learners with essential, knowledge, skills and values.	3.86	HI	3.96	HI	3.91	HI
Communicate the assessment results and lesson.	3.88	HI	3.83	HI	3.86	HI
Collaboratively undertake regular resource inventory.	3.85	HI	3.90	HI	3.88	HI
Establish regular dialogue for planning and resource programming.	3.91	HI	3.68	HI	3.80	HI
Support community developed resource management system.	3.78	HI	3.87	HI	3.83	HI
<b>General assessment .</b>	3.86	HI	3.78	HI	3.82	HI

Table 10 indicates that there was no significant difference among the school heads, teachers, and parents' assessments on the implementation of basic continuity and recovery plans. It implies that the plan comprises the support and enabling mechanisms that should be designed and operationalized to guarantee efficiency and effectiveness in the delivery of learning, with the goals of addressing learning gaps, improving learning outcomes, and ensuring the overall well-being of the learners. A learning recovery program must go beyond the realm of academic learning to include assisting social and emotional development as well as general health, all of which are crucial factors to strive for while building back better.

Shaw and Fernandez (2020) explained that the process of academic recovery provided a chance to take stock of previous decisions and develop new objectives for the next term. The experiences that allowed people to triumph over challenges will prepare them in essential ways for future achievements. The recovery curriculum was being implemented as an interim divergence from the original curriculum and as a transitional arrangement until the policy amendment procedures were completed. This was because the recovery curriculum was being built to address the negative effects of COVID-19.

**Table 10.** Test of Significant Difference between the Assessments of School Heads, Teachers, and Parents' Assessment on Implementation of Basic Education Continuity and Recovery Plan

Indicators	Sum of Squares	df	Mean Square	F	Sig.	Remarks	Decision
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Long term	Between Groups	.149	2	.075	.174	.840	Not Significant	Accept Ho
	Within Groups	59.833	140	.427				
	Total	59.982	142					
Reintegration	Between Groups	1.031	2	.515	1.338	.266	Not Significant	Accept Ho
	Within Groups	53.940	140	.385				
	Total	54.971	142					
Support System	Between Groups	.696	2	.348	1.003	.369	Not Significant	Accept Ho
	Within Groups	48.583	140	.347				
	Total	49.280	142					
Assessment	Between Groups	.377	2	.189	.537	.586	Not Significant	Accept Ho
	Within Groups	49.198	140	.351				
	Total	49.575	142					
Modification learning	Between Groups	.387	2	.193	.530	.590	Not Significant	Accept Ho
	Within Groups	51.107	140	.365				
	Total	51.494	142					

Table 11 suggests that when people can get a mental or physical grasp of a topic, they have learned something about it: develop an understanding of a topic, an experience, or a sensation by translating it into our own words or actions and make use of the recently obtained ability or information in combination with the understanding and abilities they currently have, which [Altbach and de Wit \(2020\)](#) supported the idea that education's principal purpose was to enable people to fulfill their full potential and operate successfully as contributing members of society by giving them the opportunity to receive the knowledge and skills they needed to do so. This was accomplished by providing students with an opportunity to learn new information and abilities.

**Table 11.** Test of Significant Difference between the Assessments of School Heads and Teachers on the Teachers' Engagement

Variables	T test	P value	Remarks	Decision
Vigor	2.127	.037	Significant	Reject Ho
Dedication	1.686	.096	Not Significant	Accept Ho
Absorption	2.399	.019	Significant	Reject Ho

Based on the results of Table 12, education is something that no one can ever take away from you, and it is the foundation upon which a stable existence may be built, where [Al-Hayaly et al., \(2016\)](#) mentioned that not only absorbing information included learning something new, but also committing it to memory and being able to remember and apply it to future circumstances. Absorbing knowledge did not only involve learning something new.

**Table 12.** Test of Significant Difference between the Assessments of Teachers and Parents on Parental Involvement

Variables	T test	P value	Remarks	Decision
Parental Involvement	.779	.437	Not Significant	Accept ho

There was a significant relationship between the implementation of basic continuity and recovery plan and teacher engagement, as shown in Table 13. It indicates that there is a substantial link between the implementation of basic continuity and recovery plan and teacher engagement. [Ngcamu and Mantzaris \(2023\)](#) explained that when a student can see that their instructor likes them and cares for them, they tended to be more driven to study and to be interested in what is going on in the classroom. They discovered in their research that cultivating strong connections between teachers and students not only changed student behavior but also led to improvements in teaching.

**Table 13.** Test of the Significant Relationship between the Implementation of Basic Continuity and Recovery Plan and Teacher Engagement

Implementation of the Basic Continuity Plan	Teacher engagement	r value	p value	Remarks	Decision
Long Term	Vigor	.515**	.000	Significant	Reject Ho
	Dedication	.572**	.000	Significant	Reject Ho
	Absorption	.505**	.000	Significant	Reject Ho
Reintegration	Vigor	.371**	.001	Significant	Reject Ho
	Dedication	.401**	.000	Significant	Reject Ho
	Absorption	.526**	.000	Significant	Reject Ho
Support system	Vigor	.349**	.003	Significant	Reject Ho
	Dedication	.359**	.002	Significant	Reject Ho
	Absorption	.448**	.000	Significant	Reject Ho
Assessment	Vigor	.411**	.000	Significant	Reject Ho
	Dedication	.436**	.000	Significant	Reject Ho
	Absorption	.464**	.000	Significant	Reject Ho
Modification of learning	Vigor	.517**	.000	Significant	Reject Ho
	Dedication	.543**	.000	Significant	Reject Ho
	Absorption	.563**	.000	Significant	Reject Ho

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

There was a significant relationship between the implementation of basic continuity and parental involvement, as shown in Table 14. It indicates a strong association between the implementation of basic continuity and recovery plan and parental involvement.

According to [Harris \(2021\)](#), there was a favorable influence on the academic achievement of pupils when their families were actively involved in their education. Participation from parents was crucial to the accomplishments of any given educational system. It has been shown to boost student performance, lower rates of truancy and dropouts, and enhance the quality of education. The government of the Philippines understood how important it was for parents to be involved in their children's education and had made measures to facilitate this.

**Table 14.** Test of Significant Relationship between the Implementation of Basic Continuity and Recovery Plan and Parental Involvement

Implementation of the Basic Continuity Plan	Involvement	r value	p value	Remarks	Decision
Long Term	Parental Involvement	.509**	0.00	Significant	Reject Ho
Reintegration		.467**	0.00	Significant	Reject Ho
Support system		.455**	0.00	Significant	Reject Ho

Assessment	.441**	0.00	Significant	Reject Ho
Modification of Learning	.489**	0.00	Significant	Reject Ho

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## CONCLUSIONS

As for the Level of Implementation of Basic Continuity and Recovery Plan as Assessed by its School Heads, Teachers, and Parents in terms of Development and Implementation of Long-term and Catch-up Plans to Accelerate Learning, it had a general assessment of 3.14 interpreted as Implemented, Reintegration of Learners' Safe Return to the School System, it had a general assessment of 3.21 interpreted as Implemented, Establishment of Teachers' and Learners' Support Systems through Community and Stakeholders' Collaboration had a general assessment of 3.30 verbally interpreted as Fully Implemented, Assessment of Literacy and Numeracy Levels and Learners' Overall Situation, Especially the Marginalized had a general assessment of 3.27 interpreted as Fully Implemented, and Modification Learning Package Focused On Fundamental Skills Towards Resiliency had a general assessment of 3.27 interpreted as Fully Implemented.

As for the Level of Teacher Engagement as Assessed by School Heads and Teachers Themselves in terms of Vigor, it had a general assessment of 4.74 verbally interpreted as Very Often, Dedication had a general assessment of 4.96 interpreted as Very Often, and, Absorption had a general assessment of 4.82 interpreted as Very Often. The Level of Parental Involvement in the Implementation of Basic Continuity and Recovery Plan as Assessed by its Teachers and Parents had a general assessment of 3.82 which was interpreted as highly involved.

There was no significant difference among the school heads, teachers, and parents' assessments on the implementation of basic continuity and recovery plans. However, there was a significant difference between the assessments of teachers and school heads on vigor and absorption. On the other hand, there was no significant difference in the assessment of teachers and school heads on dedication as indicated by the probability value of .096 which is higher than 0.05 as the level of significance.

There was no significant difference between the assessments of teachers and parents regarding parental involvement. Thus, there was a significant relationship between the implementation of the basic continuity and recovery plan and teacher engagement. The research suggests LCCR, which promotes four school-home partnerships. These phases which are the Leads, Cares, Collaborates, and Reflects, give parents and teachers tangible strategies to retain and recover education.

## LIMITATION & FURTHER RESEARCH

The study was limited to using a descriptive survey with the questionnaire as the main gathering tool. The questionnaire determined the level of Implementation of basic continuity and recovery plan, the level of teacher engagement in terms of vigor; dedication and; absorption, and the level of parental involvement. The study can be interpreted as the first step in the research on the implementation of the basic continuity and recovery plan, the level of teacher engagement, and the parental involvement of the school. The effectiveness of the school-home framework and the least implemented aspect of BCLP can be a subject for program development and could be considered for future research.

The researcher was aware that the questionnaire as a tool of investigation has its inherent limitations. It cannot be entirely free from bias. The value of the findings largely depends on the sincerity, truthfulness, and objectivity of the respondents.

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