

Insights of teachers in the implementation of the national learning camp

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Abstract: This study examined teachers' views on National Learning Camp implementation. As required by DepEd Order 14, Series 2013, the NLC supports teachers as implementers by giving direct experiences and insights. The researcher examined instructors' NLC preparedness, teaching material utilization, and obstacles. The purpose was to offer insights into program implementation and suggest a learning session guide to improve it. We used a mixed method approach, combining qualitative and quantitative methods. A quantitative method was used to assess teachers' readiness, their assessment of the NLC's effectiveness, teacher-volunteers' challenges, and teachers' responses to those challenges. A qualitative method was used to assess teacher-respondents' insights, ideas, feelings, and observations about the NLC's implementation. The NLC improved participants' learning ability in multiple categories, according to the study. The program promotes frequent student involvement, attendance, stakeholder collaboration, school partner collaboration, and numeracy and literacy skill development. Knowledge, skills, and attitudes training have also made instructors well-equipped to administer the activities. They prepared instructional spaces, facilities, materials, resources, and assessments. Teachers' experiences, observations, and ideas also help the curriculum achieve its aims. However, limited time, absence of developmentally appropriate instructional materials and NLC-related training, limited stakeholder support and money, and passive engagement of some parents made NLC implementation difficult. Thus, instructors have used developmentally appropriate instructional activities, frequent attendance at scheduled events, constant follow-ups with learners, and stakeholder participation to ensure program effectiveness. Technology enhances learning and teaching. The study also suggests learning session guidelines for successful and engaged learning.

Keywords: National Learning Camp, Insight, Effectiveness, Challenges, Readiness, Learning Session Guide

Date Submitted: May 18, 2025

Date Accepted: May 30, 2025

Date Published: June 13, 2025

INTRODUCTION

Global schooling transformed throughout the epidemic. Distance learning and school closures produced learning gaps. Despite their reading and numeracy skills, students are advanced to the next grade. This approach had a major impact on education, and its ramifications are being felt today. Governments believe learning intervention a realistic option to quality education. Interventions help learners and educators by addressing education concerns, obstacles, and problems. The government can improve school performance, teacher development, and student accomplishment by targeted initiatives. Intervention aids difficult learners and measures progress, according to Lee, A.M.(n.d.). A series of programs or actions to meet specific needs. Johnson, E.

(2023) advocated focused approaches. Intervention programs should focus on particular learning gaps and use evidence-based ways to increase student learning.

Early learning deficiency identification is essential for intervention. Teachers use this first stage to strategically construct a learning course that meets and supports students' individual and various needs. Early assessment of learners' strengths and limitations enables for smart lesson preparation and successful teaching and learning tactics. Egeland and Riese H. (2020) also recommend early assessment of students' strengths and limitations. Thus, teachers can only intervene after identifying the learning gap. Stephens (2024) identified five learning gaps: knowledge, skills, motivation, environment, and communication.

Learners still have learning gaps following the epidemic. Martirosyan and associates (2024) found that students after pandemics had trouble engaging with classmates, having group discussions, or completing group work; reaching out to instructors to ask questions or get clarification/guidance; and understanding course expectations and completing course assignments. Ludewig and colleagues (2022) reported a deterioration in kids' reading skills, whereas Sawchuk and Sparks (2020) reported weak numeracy skills. These studies reveal pandemic-related learning deficits. To solve these critical challenges, school officials should study these educational inequalities. Strategic interventions may be developed, coordinated, and implemented to reduce these teaching and learning gaps. In its 2021 online meeting on prioritizing education recovery after pandemic, UNESCO resolved to alter the calendar year and provide catch-up and remedial programs. Teachers and kids may retrain skills lost during the epidemic with this school calendar change. Students will have more time to catch up on grade-level skills and abilities and meet their specific needs.

However, the World Bank (2023) recommended faster learning recovery to reduce learning inequality. To address learning recovery following the epidemic, the World Bank developed RAPID, which stands for Reach all children; Assess learning; Prioritize teaching the essentials; Increase instruction efficiency, including catch-up learning; and Develop psychosocial health and well-being. UNESCO (2021) advised government, schools, and teachers to consider three interrelated dimensions of learning recovery in local contexts: the curricular approach (whether the curriculum will be condensed to focus on knowledge and skills), the additional support needed (tutoring for struggling students), and the practical measures taken to implement the approach. Due to learning losses, schools should provide effective remedial learning and increase student wellbeing. To close the learning gap, the Philippines' Department of Education employed various remedial measures. This led to the adoption of the National Learning Recovery Program (NLRP) to address, solve, and mitigate educational losses from school closures and learning disruptions during the COVID-19 pandemic, which led to poor academic performance nationwide. The National Learning Recovery Program (NLRP) is based on the MATATAG Agenda, which includes four key elements: Make the curriculum relevant to produce competent and job-ready, active, and responsible citizens; Accelerate basic education facilities and services; Promote learner well-being, inclusive education, and a positive learning environment; and Support teachers to teach better.

Bernardo, J. (2022) states that DepEd's Learning Recovery Plan accelerates learning and catches up with competencies. The National Learning Camp is one of five NLRP subprograms that tries to bridge pandemic-related learning gaps. The Bicol Department of Education has started a three-year learning recovery plan to help students recover from two years of interruption from the coronavirus outbreak. The effort aims to reengage children in school, develop effective remedial programs that improve their well-being, and prepare instructors for the 2022-2023 school year.

Calipay (2022) said the effort will focus on reading and math for lockdown and independent learning children. These Department of Education programs strive to recover from the epidemic and restore students' competence and quality. According to DepEd (2023), the National Learning Camp program is part of the national recovery strategy.

The optional National Learning Camp (NLC) will begin in Grades 7 and 8 with a concentration on English, Science, and Math, according to DepEd (2023). This NLC has three camps: enhancement camp, consolidation camp, and intervention camp to develop students' interest, socio-emotional skills, personal growth, character development, and subject area skills. The Department of Education's National Learning Camp (NLC) is a voluntary learning recovery program for students and instructors. According to David, G.R., Resuello, L., and Gara-Ancheta, M. (2024), the National Learning Camp (NLC) improves students' learning results across several dimensions. The pilot year showed that National Learning Camp (NLC) improved student performance.

However, some research supports the National Learning Camp (NLC) as a learning recovery program to fill pandemic-related learning gaps. The program's effectiveness needs more study. In truth, the National Learning Camp (NLC) implementation had concerns, challenges, and problems that hindered its goals and objectives. Quezada C.M. (2024) found that teachers struggle to administer the program due to limited resources, class preparation time, and student involvement. Insufficient instructional resources, tools, and technology hinder teaching and learning. Enrollment and attendance declines hamper learning goals. Improved teacher preparation, financing, and student engagement are needed to tackle these issues. Abad, et al. (2024) also found that the National Learning Camp (NLC) has challenges, particularly in rural locations where educational goals collide with budgetary limits. Student recruitment and attendance require innovative solutions. Budgetary allocation is crucial since low financing affects educators and pupils. The module's intricacy demands customized teaching, and time management issues require a flexible schedule. Complex solutions like native-language education and specialized programming are needed to overcome language barriers. For the National Learning Camp (NLC) program to be inclusive and effective across school contexts, an integrated strategy that addresses financial, pedagogical, logistical, and language aspects is needed.

Given these factors, the researcher suggests a more in-depth investigation of the National Learning Camp's efficacy. Various program implementation factors must be examined. Teachers' preparation, time management, learning materials and resources, learning facilities, students' attendance, interest, and motivation, assessment tools and procedures, instructional strategies, teachers' training and competencies, learning styles, and program participants' nature may be included. Since teachers are the program's main implementers, their input, views, observations, and experiences should also be included. Teacher-volunteers should be contacted about program execution and devise ideas to improve it and increase student performance. Their experiences with program execution may reveal areas for improvement and obstacles that may be addressed. Developers may improve program efficiency with adequate interaction and feedback.

The researcher was a teacher-volunteer at the National Learning Camp in Gubat District, Gubat Sorsogon, in its pilot year. She highlighted during its trial deployment that while it boosts academic achievement, teacher volunteers face various problems and should be examined. Given these premises, the researcher believes a study on National Learning Camp implementation is urgent and important.

Problem Statement

This study aims to find out the teachers' assessment on the Implementation of National Learning Camp. Specifically, this sought to provide answers to the following questions:

1. What are the insights of teachers regarding the implementation of National Learning Camp?
2. What is the level of readiness of the teachers in the implementation of National Learning Camp?
3. What is the assessment of teachers on the effectiveness of the National Learning Camp in developing the literacy and numeracy skills of learners?
4. What are the challenges met by teachers in the implementation of National Learning Camp?
5. What are the measures undertaken by teachers to address the challenges met in the implementation of the National Learning Camp?
6. What learning session guide could be proposed to improve the implementation of the National Learning Camp?

Theoretical framework

The researcher reviewed several established theories developed by various scholars, which collectively served as the theoretical foundation for this study. These theories not only informed the framework of the research but also inspired the researcher to formulate a personal theoretical stance. The following theories were specifically considered as integral anchors of the study:

Discourse Comprehension Theory

This theory emphasizes the crucial role of adult interaction in children's learning processes. It suggests that adults—especially teachers—should consistently ask young learners meaningful questions and create activities that encourage deep thinking and vocabulary development. According to this theory, effective instruction depends on the teacher's awareness of students' varying levels of comprehension. Teachers must be able to adjust their teaching strategies accordingly to facilitate better understanding. In the context of the National Learning Camp (NLC), this theory supports the need for teachers to implement learning activities that not only promote knowledge acquisition but also stimulate learners' cognitive skills. Questions, discussions, and vocabulary enrichment tasks should be intentionally designed to help bridge learning gaps and foster comprehension during learning recovery.

Phases of Reading Development Model

This model presents a developmental sequence of reading acquisition in children, categorized into three distinct phases. The first is the Prereading Phase, during which children begin to acquire essential language and literacy-related skills such as print awareness and phonological awareness. These foundational skills are crucial for future reading success and should be developed through purposeful instruction and engaging learning activities. The second stage is the Learning to Read Phase, which typically begins as children enter kindergarten. At this point, learners start to grasp the relationship between letters and sounds. This stage requires explicit and systematic phonics instruction, enabling children to decode written language and begin reading with growing independence. The final stage, the Reading to Learn Phase, involves more advanced reading abilities. Here, learners are expected to read increasingly complex texts, interpret their meanings, and understand word structures—including morphemes—to support comprehension across various contexts.

In the NLC, this theory helps guide teachers in identifying the reading development phase of each learner, which in turn informs the appropriate intervention strategies. Understanding where a child falls in this continuum enables teachers to provide individualized support that promotes continuous reading development.

Constructivist Learning Theory

Constructivist Learning Theory asserts that learners construct knowledge actively, rather than simply absorbing information presented to them. Learning is viewed as a dynamic and interactive process where students build understanding through experience, reflection, and collaboration. This theory underscores the importance of learner-centered instruction, where students are actively involved in problem-solving, critical thinking, and discovery.

Within the framework of the NLC, this theory is applied by providing learners with activities that engage them in meaningful learning experiences. The camps are designed to encourage exploration, experimentation, and interaction—fostering higher-order thinking skills and deepening conceptual understanding.

Schema Theory

Karl Jung's Schema Theory posits that learning is most effective when new knowledge is connected to what learners already know. Schemata, or cognitive frameworks, allow individuals to organize and interpret information. Teachers can facilitate meaningful learning by building upon students' prior experiences and knowledge bases.

In the NLC context, this theory supports the practice of assessing students' background knowledge and using it as a springboard for introducing new concepts. Teachers who understand and apply this theory can design instruction that is relevant, relatable, and tailored to the learners' current cognitive structures. This approach helps bridge gaps in understanding and supports smoother transitions between learning stages.

METHODOLOGY

Research design

This study used a mixed-method approach, combining qualitative and quantitative methods to gather and analyze data on the implementation of the National Learning Camp (NLC). The qualitative method aimed to understand teacher-respondents' insights and feelings about the camp's implementation, while quantitative data was used to assess teachers' readiness, effectiveness, challenges, and measures taken to address them. The descriptive method focused on what occurred, using observational methods and survey instruments to describe the process, instructional materials, challenges, and proposed action plans. The research aimed to provide a comprehensive understanding of the NLC's effectiveness.

Locale of Study

The study was conducted in the Gubat District, located in the municipality of Gubat, Province of Sorsogon. This district comprises several public elementary schools that actively participated in the Department of Education's National Learning Camp (NLC), an intervention program aimed at addressing learning gaps among students. The participating schools were chosen based on their involvement in the NLC, making them relevant and information-rich sources for the research.

Respondents of the study

The study involved 15 teachers from public elementary schools in Gubat District, Gubat, Sorsogon who participated in the National Learning Camp. Purposive sampling was used to select participants based on their expertise or experience. This method is commonly used in qualitative research to find information-rich examples for optimal resource utilization. The respondents were selected based on their specific qualities, ensuring effective participation in the study.

Selection and Description of Respondents

The respondents of this study were public elementary school teachers from various schools within the Gubat District in Gubat, Sorsogon, who actively participated in the National Learning Camp (NLC). A total of fifteen (15) teacher-respondents were purposively selected to ensure that only those with direct experience in the implementation of the NLC were included in the study.

The purposive sampling technique, a non-probability method, was employed to identify information-rich individuals who could provide valuable insights relevant to the objectives of the research. As stated by Etikan et al. (2016), purposive sampling is widely used in qualitative research for selecting participants based on specific characteristics, such as expertise, experience, or role in a particular program. In this context, the chosen respondents were considered credible sources of data due to their direct involvement in the delivery of learning interventions under the NLC.

The respondents came from ten (10) public elementary schools across the district. The distribution is as follows: Aguinaldo Elementary School (1), Bagacay Elementary School (1), Cariedo Elementary School (1), Cogon Elementary School (2), Nato Elementary School (1), Ogao Elementary School (2), Payawin Elementary School (2), San Ignacio Elementary School (1), Tagaytay Elementary School (1), and Tiris Elementary School (3). These teachers varied in teaching experience, grade-level assignments, and professional backgrounds, providing a diverse yet focused pool of participants essential for gaining a comprehensive understanding of the NLC implementation at the grassroots level.

This purposeful selection of respondents aimed to ensure the depth and reliability of the information gathered, as their shared experiences and perspectives played a crucial role in analyzing the effectiveness and challenges of the National Learning Camp in their respective schools.

Data Gathering Instruments

To gather comprehensive data for the study, the researcher utilized a self-constructed survey questionnaire and conducted semi-structured interviews to capture a holistic view of teachers' experiences with the National Learning Camp (NLC). The questionnaire was structured into five key sections: the assessment of NLC implementation across its phases (pre-, during, and post-), the evaluation of teacher readiness, the effectiveness of the NLC in enhancing literacy and numeracy skills, the challenges encountered, and the strategies employed to overcome those challenges. The semi-structured interviews complemented the quantitative data by validating and deepening the insights from the survey, offering a richer understanding of the teachers' perspectives and experiences.

Data Gathering Procedure

The data collection process began with the formulation of the research topic and the identification of specific areas of concern. With the guidance of the research adviser, the topic and research

questions were refined and presented to a panel for review. The researcher then incorporated the panel's feedback and proceeded with the development of the research instruments, which were later validated for content and clarity.

Upon finalizing the instruments, the researcher sought formal permission from the Public School District Supervisor and school heads of Gubat District, Gubat, Sorsogon to conduct the study. Once permission was granted, an orientation was conducted to inform the selected teacher-respondents about the purpose and process of the study.

Questionnaires were distributed to the respondents, who were given a period of one week to complete them. After the allotted time, the completed questionnaires were retrieved for analysis. The semi-structured interviews were conducted thereafter to supplement and validate the data from the survey.

The data collected were organized, consolidated, and tabulated. A qualified statistician assisted in the statistical treatment of the data, while the researcher and the adviser collaborated in analyzing and interpreting the results.

Data Analysis Procedure

The study employed both qualitative and quantitative methods of data analysis to ensure a comprehensive understanding of the implementation of the National Learning Camp (NLC). For Problem 1, thematic analysis was utilized to categorize and interpret the teachers' insights regarding the NLC implementation. This analysis was based on their open-ended responses and the data gathered through semi-structured interviews. For Problem 2, the weighted mean was applied to assess the level of readiness of teachers in implementing the NLC. The interpretation followed a five-point scale where a mean score of 4.20–5.00 indicated "Very Much Ready," 3.40–4.19 signified "Ready," 2.60–3.39 meant "Moderately Ready," 1.80–2.59 represented "Fairly Ready," and 1.00–1.79 corresponded to "Not So Ready."

For Problem 3, the weighted mean was also employed to evaluate the perceived effectiveness of the NLC in enhancing learners' literacy and numeracy skills. The interpretation scale used was as follows: 4.20–5.00 was interpreted as "Most Effective," 3.40–4.19 as "More Effective," 2.60–3.39 as "Effective," 1.80–2.59 as "Less Effective," and 1.00–1.79 as "Not Effective." Meanwhile, Problems 4 and 5 were both analyzed using frequency counts and rankings. This method helped determine the most and least commonly encountered challenges in the NLC implementation, as well as the most and least frequently employed solutions or strategies used by the teachers to address these challenges.

DISCUSSION OF FINDINGS

Insights of Teachers Regarding the Implementation of the National Learning Camp

The insights of teachers regarding the implementation of national Learning Camp are the following, it was a meaningful journey which gives meaningful impact to the learners, it has a positive impact on the learning outcomes, workshops were pertinent and stimulating, and participants were effectively engaged to class activities etc.

Meaningful Impact on the Learners

The National Learning Center (NLC) is a strategic initiative supporting the National Learning Recovery Program (NLRP) designed to improve learner outcomes and strengthen teacher

competence (DepEd Order No. 14, series 2023). Further, according to the Manila Bulletin's News Report by Hernando-Malipot (2023), the NLC is part of DepEd's commitment to the National Learning Recovery Program (NLRP), which aims to close learning gaps and assist K to 12 learners in all public elementary and secondary schools nationwide in attaining learning standards. The NLC is part of DepEd's commitment to the "MATATAG: Bansang Makabata, Batang Makabansa" agenda, which aims to resolve basic education challenges. The NLC is designed to improve learning in all learning areas for kindergarten to 12 learners and enhance teacher capacity.

Following the objectives of the National Learning Center (NLC), the teacher-volunteers who participated in the program have a general response on that matter. Participant 10 said that, "It has been a meaningful journey which gives a meaningful impact to the learners.". This general response and observation from the teacher-volunteer imply that the program has attained its primary objectives, thus providing meaningful impact to the participating learners. Having a meaningful impact on the learners could indicate that the National Learning Camp has delivered positive results, which may include improved learning outcomes, developed and enhanced reading and numeracy skills and competencies, bridged learning gaps, recovered from learning losses, and enhanced teacher abilities, skills, and competencies.

Participant 5,6,7,10 said that the insight and observation of the respondents connives with the findings of David, et. al (2024) which "states that the National Learning Camp had a positive impact on student learning outcomes. Teacher volunteers deemed the workshops pertinent and stimulating; yet significant discontent remained over the learning environment and the material presented by guest speakers". These places necessitate upgrading for forthcoming events. The camp fostered collaborative teaching methods, enhancing subject matter understanding, motivation, teamwork, and communication. Nevertheless, perceptions of the degree of enhancement in critical thinking, communication, and collaboration require more accuracy. Specialized methods of instruction effectively engaged participants; yet, different points of view of overall satisfaction indicated a necessity for the refinement and diversifying of instructional strategies. Although there is an agreement on effectiveness in certain domains, differing opinions arose over the degree of enhancement, particularly in critical thinking abilities. The camp exhibited numerous beneficial effects; yet, notable unhappiness, varying perceptions, and problems were encountered by both educators and students.

Availability of Resource Materials and Teachers' Commitment

The availability of learning resource materials and teachers' commitment are important factors in the successful implementation of the program. Learning materials such as activity sheets, modules, textbooks, and other educational materials are essential in carrying out the intended learning outcomes. In addition, participant 8 and 9 said that "teachers' commitment to the program is also essential as the teachers are the main implementers, educators, and at the forefront of every learning activity throughout the duration of this program." In both cases, it is an inevitable fact that learning resource materials and teachers' commitment are valuable factors in ensuring that the objectives of the National Learning Camp (NLC) will be achieved. The narratives of the teacher-volunteers reflected their emphasis on these matter. "Will have lots of activity sheets / instructional materials during the camp." participant 15,

"Commitment of teachers to enable the non-readers read and understand provision of conducive learning areas." Participant 14 and 10 "Provision of resources to help the learners recover from learning." participant 12 and 9. Teacher volunteers emphasize the need for available learning materials, such as activity sheets and instructional materials during the camp. The respondents also

emphasized the provision of conducive learning areas where teachers can teach well and learners can comfortably study well. On the other hand, the respondents also emphasized that a teacher's commitment to his or her duties and responsibilities during the camp is also significant to achieving favorable learning outcomes.

It can also be gleaned from these responses that teacher-volunteers considered these as challenges in the implementation of the National Learning Camp (NLC). In fact, during the COVID-19 pandemic, the Department of Education (DepEd) encounters multiple challenges in improving numeracy and literacy among its learners such as the deficiency of resources, including educators, classrooms, textbooks, and supplementary materials. It has been found that numerous educational institutions in the Philippines have deficiencies in fundamental amenities, including functional classrooms and libraries, while the lack of competent teachers is an ongoing issue. This is also shown in the study of Calma and Paragas (2024) which also asserted that teachers face challenges in addressing various reading levels and lack appropriate instructional resources and expertise in literacy methodologies.

Also, Quezada (2024) also revealed that teachers encounter significant challenges in the implementation of the National Learning Camp (NLC), such as insufficient resources, inadequate time for class preparation, and minimal student engagement. Inadequate instructional resources, educational materials, and technology impede successful teaching and learning experiences. Low enrolment and decreasing attendance rates hinder the achievement of desired learning objectives. To resolve these difficulties, there is a need to improve teacher preparation programs, adequate funding allocation, and measures to increase student participation are required.

Hence, these issues are ongoing issues that truly affect the delivery of quality education in various educational institutions, thus, there is a pressing need to address these issues as it affects all future educational endeavors of the Department of Education.

For that reason, Cacho and Santos (2024) has also emphasized in their study the importance of support and briefing, access to resources and facilities, mentorship and support systems, and collaboration.

Limited access to resources and facilities is a critical issue that hinders the effectiveness of volunteer science teachers in providing engaging learning experiences. This may result in diminished individualized educational experiences for camp attendees, impeding their comprehension of scientific topics and overall educational achievements. To resolve this issue, pre-camp training sessions and seminars are crucial for educating volunteer teachers with vital skills and information, including curriculum development, lesson planning, classroom management, and behavior coaching.

Mentorship and support networks are essential components in maintaining the morale and efficacy of volunteer teachers during the camp. These systems offer advice, feedback, and support to mitigate stress, uncertainty, and burnout among educators, promoting a collaborative and nurturing learning atmosphere. Cooperative initiatives among educators, parents, and community stakeholders are essential techniques for addressing difficulties at educational camps. By garnering assistance and resources from diverse stakeholders, organizers can proficiently tackle challenges faced throughout the camp.

Targeted outreach initiatives, including individualized meetings with hesitant students and continuous dialogue with school administrators and parents, are crucial for enhancing student involvement and participation at the NLC. Establishing rapport, resolving apprehensions, and highlighting the distinctive educational opportunities offered by the camp can foster a supportive atmosphere that motivates kids to engage fully.

In summary, support structures, collaborative initiatives, and tailored outreach efforts are vital elements of effective educational programs for volunteer educators. By tackling these difficulties and cultivating a supportive learning atmosphere, these activities can enhance the entire educational experience for camp participants.

Intervention Measures During NLC Implementation

Strategic intervention measures were stressed out by the respondents as reflected in their responses. “Identify and help struggling learners and give interventions.” P10, “Deliver the learning content and skills needed.” P9, “Provide guidance, support, and mentor students.” P9, “Ready to embrace the challenges.” P10, “Full support to the camp.” P11. It can be noted from their narratives that several intervention measures such as identifying and helping struggling learners, giving interventions, delivering the intended content knowledge and skills, providing guidance, support, and mentoring sessions to learners, embracing the challenges, and showing full support to the camp are essential intervention measures which could strengthen the camp’s effectiveness and efficiency.

These narratives from the respondents are supported by the study of David, et. al (2024) which pointed out that the National Learning Camp should prioritize enhancing the learning environment, cultivating critical thinking, communication, and collaborative abilities, and integrating varied methods of instruction. This can be achieved through teacher feedback, addressing concerns related to the environment, and refining content shared by guest speakers. Furthermore, integrating a variety of methods of instruction, such as collaborative discussions and practical activities, can accommodate different learning styles and improve overall satisfaction.

Logistical and collaborative problems must be resolved to optimize the camp's implementation and guarantee a more seamless experience for all participants. Preliminary collaborative activities or sessions should be implemented to foster networking among educators. Workshops or activities must be crafted to enhance critical thinking abilities in pupils, and evaluation techniques should be employed to evaluate significant cognitive development. It is essential to promote ongoing feedback from instructors and students following each camp to pinpoint areas for enhancement and to develop future camp frameworks, methodology, and content. Tailored training and support must be provided to educators to furnish them with creative pedagogical practices that correspond with the camp's goals and the requirements of the students. Implementing these ideas will enable future iterations of the National Learning Camp to elevate participant satisfaction, boost learning outcomes, and alleviate problems, so assuring a more significant and universally beneficial educational experience for all stakeholders.

In addition, Virtus, Delgado, and Maranan (2023) asserted that the National Learning Camp (NLC) implementation is facilitated by resources and support systems, both within and outside the school. Teachers engaged in professional development or training programs experience a notable enhancement in teaching proficiency, equipping them with essential skills and knowledge for effective implementation. They recognize the contributions of SDO professionals and the assistance of school leaders in strategizing, evaluating, and supplying educational resources. Some participants, however, believe that the NLC has been sufficiently prepared, and although competency may increase, it may not necessarily result in enhanced effectiveness. Nonetheless, professional development and training programs have enhanced teachers' competencies.

School Leadership as an Essential Component of the National Learning Camp

School leadership plays a significant role as a component of school intervention. On the part of the implementation of the National Learning Camp, the research participants acknowledge the importance of school leaders or school heads in the implementation of the said initiative.

Proofs of the aforementioned claim were the narratives of the research participants. Their responses during the interview reflected their appreciation of the role played by the school heads in the implementation of the National Learning Camp. “The participation of the school heads in the implementation of the NLC is crucial for its success. They provide essential support, especially in the conduct of orientation about the initiative.” P1, “School heads set the mood and direction of the NLC. Their leadership is vital. Other than setting the direction of the process of NLC implementation, coordination is also looked into by them”. P2 **and** “Various forms of technical assistance were provided by the school heads. They ensure that the needs of the NLC were provided.” P3

Being an authority in the school and in charge of school operations, school leadership accorded by the school heads is the driving force behind any school intervention. Their leadership defines the direction of any introduced interventions in the school. Without a proper leader and guide, the operation and implementation of a certain program may not be satisfactory, and this could greatly impact the learners, who are the main beneficiaries of educational programs, as well as the teachers, who are the main implementers of them. Thus, leadership is a crucial and challenging skill that should be present for school leaders and school heads.

Parameters of effective school leadership and school management have been laid out in the study of Sunaengsih, et. al (2019) which states that effective school management is essential for a school's success, necessitating the leadership of a principle. The principal's role is essential in executing the school's vision, mission, and objectives, facilitating collaboration among all school elements. This was also supported by the study of McTigue, et. al (2024) which also asserts that School leaders are crucial for the successful implementation of co-teaching interventions. They deliver important elements such as vision, support, resources, and leadership, enhancing teacher work engagement throughout the implementation phase. This results in enhanced student outcomes. When educators experience substantial support, they are more likely to acknowledge the intervention's significance, leading to heightened work engagement. Consequently, fostering a supportive climate managed by school leaders can markedly augment the efficacy of co-teaching initiatives in educational settings.

Finally, Orge, et. al (2024) concluded that the school principal is integral to the administration and supervision of schools, especially in implementing the National Learning Camp. They supervise the planning, orientation, preparation, implementation, and assessment phases of the program, guaranteeing a seamless and successful outcome. The principal's responsibilities involve providing technical support, mentoring, and overseeing the planning and implementation processes. They also oversee the appropriate procedures for the efficacy and conduct of the National Learning Camp. The school head, as a stakeholder, facilitates beneficial relationships among parents, students, and teachers, emphasizing their significance in the program's implementation. Facilitating open communication with parents is crucial for the program's success. The school principal has identified methods that provide alternatives for insufficient learning resources, seeking assistance from many individuals and partners to address children's needs. Support, collaboration, and encouragement from teachers are seen as essential strategies to motivate them and foster perseverance in the successful completion of the National Learning Camp.

These findings imply that school leadership is crucial in ensuring the successful operation of the school and the successful implementation of educational programs such as the National Learning Camp (NLC). Strong and effective school leadership empowers program implementers, beneficiaries, and the entire school community to collaborate more effectively. This led to a successful implementation of the school's program and initiatives.

Level of Readiness of Teachers in the Implementation of the National Learning Camp

The findings presented in Table 1.0 indicate that the overall level of readiness of teachers in the implementation of the National Learning Camp (NLC) is high, with an average weighted mean of 4.0, which is interpreted as "Ready." This suggests that, in general, teachers have adequately prepared for the different phases of the NLC—from pre-implementation to post-implementation—and are capable of fulfilling their roles and responsibilities in delivering the program.

Among the seven readiness indicators assessed, the highest-rated was "Let potential NLC campers be well-informed," with a weighted mean of 4.5, interpreted as "Very Much Ready." This result implies that teachers have taken proactive steps to inform, orient, and prepare learners for their participation in the NLC. This could involve meetings with parents, orientations with students, or community advocacy campaigns to raise awareness about the camp's objectives and activities. The second highest indicator was "Make learners assessment tools ready," with a mean score of 4.2, also interpreted as "Very Much Ready." This suggests that teachers not only have access to learner assessment tools but also understand how to administer them and interpret the results, which is essential in tracking learner progress and identifying areas for improvement during the camp.

Three other indicators—"Equip with the necessary knowledge, skills, and attitudes about the NLC through training," "Have the know-how to conduct advocacy for collaboration with stakeholders," and "Accumulate the necessary learning resources for camp activities"—each received a weighted mean of 3.9, which falls under the "Ready" category. These results imply that teachers have undergone relevant capacity-building activities and are confident in executing their tasks. It also highlights their ability to connect and communicate with stakeholders such as parents, local government units, and other education partners—an important aspect of a successful NLC rollout. Additionally, the availability of learning resources suggests that logistical preparations, such as acquiring instructional materials and educational tools, were sufficiently addressed.

The indicators that received the lowest weighted mean scores, both at 3.8, were "Possess the competencies in preparing the camp or the ready learning spaces" and "Set up the camp learning spaces based on NLC guidelines." While still rated as "Ready," these areas reflect slightly lower levels of confidence among teachers in terms of actual physical setup and logistical arrangement of learning environments. This may point to challenges related to space, time, or facility constraints, which could be addressed through more detailed guidelines or additional support from school management and local authorities.

In summary, the responses show that teachers are fully prepared to implement the National Learning Camp, with all indicators falling within the "Ready" to "Very Much Ready" range. Teachers have demonstrated readiness not only in logistical and instructional preparations but also in communication, advocacy, and assessment—core areas that ensure the effective delivery of the program. These findings reflect positively on the training, planning, and support provided prior to the NLC and underscore the capacity of public school teachers in the Gubat District to carry out this significant educational initiative successfully.

Assessment of Teachers on the Effectiveness of the National Learning Camp

The National Learning Camp (NLC) is a program that aims to enhance students' knowledge and skills in various learning domains. Teachers play a crucial role in implementing the camp, providing feedback and insights to ensure its goals are achieved. The assessment of teachers on the effectiveness of the NLC is essential for determining its success.

The highest weighted mean for the NLC was "Promote regular participation from learners," followed by "Support learners in maintaining regular attendance," "Facilitate regular participation among learners," "Encourage camp participants to strengthen their numeracy," "Support camp participants in acquiring literacy skills," and "Enable school partners to collaborate." This indicates that the NLC promotes regular participation from learners, supports learners in maintaining regular attendance, facilitates regular participation among learners, encourages camp participants to strengthen their numeracy, supports camp participants in acquiring literacy skills, fosters collaboration among school stakeholders, and enables school partners to collaborate.

The results of the NLC show positive results and enhance participant's knowledge and skills in various learning domains. These findings align with previous studies that emphasize the importance of experiential learning in developing socio-emotional competences. However, there is potential for improvement in problem-solving, collaboration, communication, and empathy skills. The program also fosters honesty, integrity, responsibility, resilience, and accountability.

The NLC positively influences learning outcomes, with a favorable experience for teacher volunteers, but some discontent over the learning setting and guest speakers' information. The camp had beneficial effects on student learning outcomes, including comprehension of subject matter, motivation, collaboration, and communication skills. However, judgments regarding the degree of enhancement in critical thinking, communication, and teamwork require refinement.

In conclusion, the National Learning Camp has shown benefits and experiences, but it also highlighted areas of discontent, varied perceptions, and problems encountered by educators and students. Addressing these issues and enhancing instructional methodologies will be essential in future iterations to guarantee a more universally beneficial and effective learning experience for all participants.

Challenges Met by Teachers in the Implementation of National Learning Camp

The National Learning Camp (NLC) has been a subject of numerous studies, revealing the challenges faced by teachers during its implementation. These challenges include limited time allotment, lack of developmentally appropriate and contextualized instructional materials, lack of NLC-related training, limited support from stakeholders, and insufficient funds intended for NLC. The study found that teachers face several challenges, including inadequate resources, student disinterest, and insufficient training for teachers. Insufficient resources, such as instructional materials, technology, and classroom infrastructure, can impede the effective implementation of the NLC and the delivery of required assistance. Insufficient funding can limit access to these resources, limiting teachers' capacity to provide necessary learning materials and tools.

Students often exhibit disinterest in the NLC, which may arise from the lack of interest-driven learning theory. The sudden implementation of the NLC posed challenges for teachers' preparedness, requiring further training or assistance for certain teachers to meet diverse learning needs. Teachers may face enormous work pressures, such as tight schedules and inadequate resources, which can impede their readiness.

Cacho and Santos (2024) also revealed that the NLC faces several challenges during the tenure of volunteer science teachers, such as a limited budget for meals, lack of support and

briefing, diverse backgrounds of participants, limited resources and facilities, and attendance and participation challenges. The budget is often insufficient, impacting the quality and quantity of meals, negatively affecting teachers' physical well-being and performance. Lack of guidance and resources also hinders lesson planning and execution.

The camp environment often lacks the infrastructure and materials required for hands-on experiments and demonstrations, requiring innovation within constraints. Attendance and participation challenges are significant, as the lack of adequate resources and infrastructure can hinder the implementation of interactive and experiential learning activities.

By addressing these challenges, educators, policymakers, and stakeholders can develop strategies to improve the overall experience and outcomes of science education initiatives at the NLC.

Measures Undertaken by Teachers to Address the Challenges Met in the Implementation of the National Learning Camp

Teachers have taken various measures to address the challenges faced in implementing the National Learning Camp (NLC), which is a student-centered initiative aimed at strengthening essential skills for future employment opportunities and improving mathematical abilities of students with difficulties. The most common indicators include employing developmentally appropriate teaching activities, regular attendance to scheduled learning camp activities and planning, constant follow-ups to learners, using technology in teaching, and collaboration with school stakeholders.

The study by Quezada (2024) reveals that teachers use various strategies to deal with challenges associated with NLC implementation, including collaboration, facilitating Learning Action Cell (LAC) sessions, and promoting learner participation. Collaboration includes peer support, collaborative instruction, and cooperative planning to mitigate challenges and foster accountability among primary implementers. Engaging students in activities and providing engaging, practical learning opportunities is crucial to stimulate their interest and foster participation.

The integration of Learning Action Cell (LAC) meetings enhances program delivery by providing teachers with a platform to share ideas, address challenges, and refine the execution of NLC. Engaging learners enhances information retention and fosters a deeper comprehension of subjects. To improve the NLC, the program should be rendered more interactive and hands-on, categorizing learners according to Howard Gardner's Multiple Intelligences, modifying topic time placements, and ensuring sufficient resources to address learning deficiencies. Collaboration among administrators, teachers, learners, and community stakeholders is essential for the program's success.

David, et al (2024) recommend that the National Learning Camp should be improved according to teacher remarks and guest speakers' views to foster a conducive atmosphere for learning. Dedicated sessions should focus on improving students' critical thinking, communication, and collaboration abilities, and a wide range of pedagogical methods should be implemented to accommodate different learning preferences and improve overall satisfaction.

Post-camp feedback loops should be promoted to pinpoint areas for enhancement and refine subsequent camp frameworks, methodology, and content. Tailored training and support should be provided to teachers to provide innovative instructional strategies that correspond with the camp's goals and student needs. Implementing these ideas will enable future iterations of the NLC to

increase participant satisfaction, boost learning outcomes, and alleviate problems, ensuring a more beneficial educational experience for all stakeholders.

The study proposes learning session guides for the National Learning Camp (NLC) implementation, aiming to improve teacher-volunteer readiness, identify suitable instructional materials, and provide strategic solutions to program challenges. A learning session guide is crucial for understanding objectives, time allotment, and class activities. A strategic plan must be developed before implementing a class or learning session to ensure learning occurs and objectives are achieved. Lesson design is essential for course coherence, student involvement, and exemplifying cognitive processes and learning methodologies. Bloom's taxonomy serves as an effective framework for lesson design, strategically organizing objectives.

CONCLUSION

Based on the findings of the study, several conclusions were drawn. First, teachers expressed a variety of insights regarding the implementation of the National Learning Camp (NLC), including their experiences in addressing the needs of struggling learners and non-readers, as well as the challenges they encountered in lesson delivery. Second, the overall level of readiness of teachers to implement the NLC was found to be “ready,” indicating that they possess the necessary knowledge, skills, and preparation. Third, the NLC was assessed to be effective, showing positive outcomes in enhancing learners’ knowledge and skills across different learning domains. Fourth, despite the program’s effectiveness, its implementation faced several challenges such as limited time allocation, lack of developmentally appropriate instructional materials, inadequate stakeholder support, and minimal parental involvement. Fifth, teachers adopted a range of strategies to address these challenges and ensure the success of the program. These included the use of developmentally appropriate activities, encouraging regular attendance, integrating technology, conducting consistent learner follow-ups, and engaging school stakeholders. Lastly, the study proposed the use of contextualized learning session guides to further support the implementation of the NLC.

In light of the study’s conclusions, the following recommendations are offered. First, school authorities should give due attention to the varied insights of teachers by providing support, mentorship, and creating a more conducive learning environment. Second, continuous support for teachers in all educational programs and activities is necessary to help them achieve learning goals and objectives. Third, teachers' observations, experiences, and best practices should be documented and used to further enhance the implementation of the NLC. Fourth, there is a need to broaden and strengthen collaboration and participation with stakeholders to address and minimize challenges that may arise. Fifth, the strategies proposed by teachers should be formally adopted and implemented to ensure the program’s success. Lastly, the utilization of the proposed contextualized learning session guides is highly encouraged to support more effective and relevant instruction.

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