



# Unveiling the National Learning Camp: A Holistic Analysis of Student Engagement, Educational Activities, and Challenges

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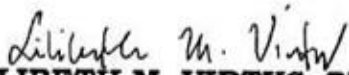
## APPROVAL SHEET

This research full paper entitled **“UNVEILING THE NATIONAL LEARNING CAMP: A HOLISTIC ANALYSIS OF STUDENT ENGAGEMENT, EDUCATIONAL ACTIVITIES, AND CHALLENGES”** prepared, conducted and submitted by **LILIBETH M. VIRTUS (Principal IV), NONIELON M. VILLENA (Teacher III), AND PRECY D. ESCOBAR (Teacher III)** of **PAHARANG INTEGRATED SCHOOL** has been reviewed/evaluated and recommended for acceptance and approval.

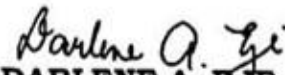
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## CERTIFICATION

This research full paper entitled “**UNVEILING THE NATIONAL LEARNING CAMP: A HOLISTIC ANALYSIS OF STUDENT ENGAGEMENT, EDUCATIONAL ACTIVITIES, AND CHALLENGES**” prepared, conducted and submitted by **LILIBETH M. VIRTUS (Principal IV)**, **NONIELON M. VILLENA (Teacher III)**, AND **PRECY D. ESCOBAR (Teacher III)** of **PAHARANG INTEGRATED SCHOOL** has been reviewed/evaluated and recommended for further evaluation of the District Research Committee.

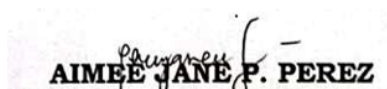
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**TABLE OF CONTENT**

<b>TITLE</b>	<b>PAGES</b>
<b>APPROVAL SHEET</b>	<b>2993</b>
<b>CERTIFICATION</b>	<b>2994</b>
<b>TABLE OF CONTENT</b>	<b>2995</b>
<b>ABSTRACT</b>	<b>2996</b>
<b>ACKNOWLEDGEMENT</b>	<b>2997</b>
<b>CHATER ONE INTRODUCTION AND RATIONALE</b>	<b>2998</b>
<b>CHAPTER TWO LITERATURE REVIEW</b>	<b>2999</b>
<b>CHAPTER THREE RESEARCH QUESTIONS</b>	<b>3000</b>
<b>CHAPTER FOUR SCOPE AND LIMITATIONS</b>	<b>3001</b>
<b>CHAPTER FIVE RESEARCH METHODOLOGY</b>	<b>3002</b>
<b>CHAPTER SIX RESULTS AND DISCUSSIONS</b>	<b>3003</b>
<b>CHAPTER SEVEN FINDINGS</b>	<b>3008</b>
<b>CHAPTER EIGHT CONCLUSIONS</b>	<b>3009</b>
<b>RECOMMENDATIONS</b>	<b>3010</b>
<b>REFERENCES</b>	<b>3011</b>

## ABSTRACT

**This study presents a holistic analysis of the National Learning Camp (NLC) focusing on student engagement, educational activities, and the challenges faced by learners. It seeks to understand students' overall experiences, their descriptions of the activities, the learning outcomes achieved, and the difficulties encountered during their participation. A total of 424 learners from Grades 7 to 10 participated in the NLC, with a sample of 71 selected through stratified random sampling to ensure proportional representation across grade levels. The research utilized a mixed-methods approach, employing quantitative surveys and qualitative interviews to gather comprehensive data. Findings reveal that the NLC provided a generally positive experience, with engaging activities and clear communication of objectives. However, challenges persisted in subjects like mathematics and science, where many students struggled to grasp new concepts and retain information. Socialization difficulties also emerged, impacting learners' interactions with peers. To address these issues, the study proposes targeted interventions, including the strengthening of foundational knowledge in mathematics, enhancement of activity design, and the integration of hands-on learning experiences. Additionally, recommendations emphasize the importance of continuous feedback, ongoing professional development for teachers, regular review sessions, and formative assessments to identify learning gaps early. By implementing these strategies, the NLC can foster a more engaging and supportive learning environment, ultimately enhancing student achievement and addressing the challenges faced by learners. This research contributes valuable insights into improving educational practices within the NLC framework, ensuring that it effectively supports both academic and personal growth among participants.**

## **ACKNOWLEDGMENT**

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This research is dedicated to all those who believe in the transformative power of education and continue to work tirelessly to improve the learning experiences of students.

Thank you all for being part of this journey.

## **CHATER ONE**

### **INTRODUCTION AND RATIONALE**

The implementation of the National Learning Camp, as outlined in DepEd Order No. 9, Series 2024, represents a strategic effort to significantly enhance the academic performance and overall educational experience of Filipino learners. This three-week program aligns closely with the goals of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, which is dedicated to strengthening the curriculum and improving the quality of education across the Philippines.

A driving force behind the National Learning Camp is the urgent need to address the ongoing issue of low academic achievement among Filipino students, a concern that has been starkly highlighted by their performance in international assessments like the Programme for International Student Assessment (PISA). The troubling results from PISA reveal substantial gaps in the competencies of Filipino learners, particularly in critical areas such as reading, mathematics, and science—skills that are essential for success in the modern world.

In response to these challenges, DepEd Order No. 10, Series 2024, introduced the MATATAG Curriculum, which places a strong emphasis on the mastery of foundational skills, the promotion of active learning, and the development of critical thinking and problem-solving abilities. The National Learning Camp serves as a targeted intervention within this broader curricular reform, offering students additional support and opportunities to engage with the curriculum in a more focused and intensive manner.

By integrating the objectives of RA 10533 and the MATATAG Curriculum, the National Learning Camp aims to cultivate a more conducive learning environment that promotes academic excellence, bridges learning gaps, and prepares students to meet both national and international standards. This initiative is a vital component of the Department of Education's ongoing efforts to elevate the quality of education in the Philippines, ensuring that all learners are equipped with the skills and knowledge necessary for their future success.

The research titled "Unveiling the National Learning Camp: A Holistic Analysis of Student Engagement, Educational Activities, and Challenges" was conducted at Paharang Integrated School in July 2024. This study, involving junior high school students and their teachers, focused on exploring and analyzing the overall experience of the National Learning Camp, including the level of student engagement, the effectiveness of educational activities provided by camp masters (teachers), and the challenges faced by students during their participation. The insights gained from this research are intended to inform the development of a more comprehensive plan for the enhanced implementation of the National Learning Camp at the school, district, or division level.

Furthermore, this research is a continuation of a previous study on the impact of a Whole School Approach in the first year of the National Learning Camp's implementation. By building on the findings of the earlier research, this study aims to provide a deeper understanding of the program's effectiveness and contribute to its ongoing improvement and success.

## CHAPTER TWO

### LITERATURE REVIEW

The research titled "Unveiling the National Learning Camp: A Holistic Analysis of Student Engagement, Educational Activities, and Challenges" aims to investigate the National Learning Camp (NLC) and its impact on student engagement, educational activities, and challenges. The NLC is a unique educational program that provides students with an immersive learning experience outside the traditional classroom setting. This research explores the related literature to gain valuable insights into various aspects of the NLC.

The study of David et al. (2024) conducted a study on teacher volunteers' experiences in the NLC and found a generally positive sentiment towards the program. Participants appreciated the opportunity to engage with students in a different learning environment and recognized the potential benefits of the NLC. However, they also expressed dissatisfaction with certain aspects of the camp, such as the learning environment and content delivery. This indicates the need for improvement in these areas to maximize the effectiveness of the NLC.

According to Richmond et al. (2019) highlighted the significant role of camp experiences, including the NLC, in promoting personal and socio-emotional development among students. They emphasized outcomes such as independence, perseverance, and empathy, which are highly attributable to the NLC. Through various activities and interactions with peers and instructors, students have the opportunity to develop important life skills that go beyond academic knowledge.

Maguate et al. (2023) conducted a single-group analysis and observed a significant improvement in literacy and numeracy among NLC participants. This suggests that the educational activities in the NLC effectively enrich learning experiences and enhance key competencies. The immersive nature of the camp, combined with engaging teaching methods, contributes to the positive impact on students' academic skills.

Berry (2024) focused specifically on the impact of the NLC on reading and numeracy skills among Grade 2 learners. The study found significant improvements in academic outcomes, indicating that the activities provided during the NLC effectively support student development in primary education. This highlights the importance of early intervention and targeted educational approaches in improving student performance.

David et al. (2024) also explored the effectiveness of collaborative teaching methods within the NLC. They found that group discussions and hands-on exercises were particularly effective in engaging students and improving learning outcomes. The NLC provides a conducive environment for collaboration and teamwork, allowing students to learn from each other and develop important social and cognitive skills.

Espinosa and Guevarra (2024) highlighted the NLC's role in fostering curiosity, enhancing the desire to learn, and developing socio-emotional skills such as resilience and adaptability. These outcomes suggest that the NLC supports both cognitive and personal growth in students. By providing a unique learning experience outside the traditional classroom, the NLC encourages students to explore their interests, develop a growth mindset, and become more resilient individuals.

The related literature also sheds light on the challenges faced by students during the NLC. David et al. (2024) identified logistical issues, collaboration difficulties, and concerns about content relevance as challenges that need to be addressed. These challenges can hinder the effectiveness of the NLC and limit students' learning experiences. Quezada (2024) reported challenges related to the lack of resources, inadequate teacher preparation, and low student interest. Virtus et al. (2023) discussed challenges in aligning instructional strategies effectively, which can impact the overall learning outcomes.

To address the challenges identified in the NLC, various interventions have been proposed in the literature. Ruel Visca and Rommel Pelayo (2024) suggested incorporating gamified instruction, designing classrooms for creativity, and providing comprehensive support services. These interventions aim to make the learning experience more engaging, interactive, and tailored to the needs of the students. Virtus et al. (2023) proposed a whole-school approach to the NLC, which significantly improved students' performance in Science, Math, and English. This approach involves aligning instructional strategies across the curriculum and providing ongoing professional development for teachers.

In conclusion, the related literature provides a comprehensive understanding of the NLC, highlighting its positive impact on student engagement, learning outcomes, and personal development. The NLC offers a unique learning experience that goes beyond academic knowledge, promoting personal and socio-emotional development. However, it also reveals several challenges that need to be addressed to enhance the NLC's effectiveness. Proposed interventions focus on refining educational approaches, improving teacher preparation, and fostering a more supportive learning environment. These interventions are crucial for the continued success and improvement of the NLC.



### **CHAPTER THREE**

### **RESEARCH QUESTIONS**

This research aims to provide a comprehensive analysis of the National Learning Camp, focusing on three key aspects: student engagement, the nature and effectiveness of educational activities, and the challenges encountered by participants. Through this holistic examination, the study seeks to uncover valuable insights into the impact of the National Learning Camp on junior high school students, inform the development of more effective educational strategies, and contribute to the overall enhancement of educational practices in the school and division.

➤ *Specifically, it Seeks to Answer the Following Questions:*

- What are the overall experiences of students who participated in the National Learning Camp?
- How do learners describe the activities provided during the National Learning Camp?
- What learning outcomes did students achieve as a result of participating in the National Learning Camp?
- What challenges met by students while participating in the National Learning Camp?
- What developed interventions to improve the National Learning Camp and contribute to the broader educational reforms maybe proposed to enhance student achievement?

## **CHAPTER FOUR**

### **SCOPE AND LIMITATIONS**

This study, titled "Unveiling the National Learning Camp: A Holistic Analysis of Student Engagement, Educational Activities, and Challenges," is designed to provide an in-depth examination of the experiences, activities, and challenges encountered by junior high school students within the National Learning Camp. The research will focus on 424 learners from Grades 7 to 10, selected through a stratified random sampling method to ensure proportional representation across all grade levels. This approach will help capture a diverse range of experiences and perspectives, offering a more comprehensive understanding of the camp's impact on students.

The data collection process will employ both quantitative and qualitative methods to gather rich and nuanced insights. A survey questionnaire will be distributed to all participants, allowing for the collection of broad, quantifiable data on various aspects of the National Learning Camp. In addition, in-depth interviews will be conducted with a subset of 71 participants from different grade levels, providing a more detailed exploration of individual experiences, perceptions, and challenges. These interviews will offer valuable qualitative insights that complement the broader trends identified through the survey data.

Data will be gathered during and after the implementation of the National Learning Camp, with strict adherence to ethical considerations and data privacy regulations. This ensures that participants' confidentiality is maintained throughout the study, and their involvement is entirely voluntary. The analysis will be conducted using appropriate statistical methods for the quantitative data, which will help identify patterns, correlations, and potential areas for improvement. Meanwhile, the qualitative data will be analyzed through thematic analysis, allowing for the identification of recurring themes and deeper insights into the participants' experiences.

Overall, this study aims to provide a holistic and comprehensive analysis of the National Learning Camp, shedding light on how it influences student engagement, the effectiveness of the educational activities provided, and the challenges faced by the learners. The findings from this research are expected to contribute significantly to the enhancement of educational strategies and practices, offering practical recommendations for improving the design and implementation of future learning camps.

## **CHAPTER FIVE**

### **RESEARCH METHODOLOGY**

#### ➤ *Sampling*

The study involved a total population of 424 learners from Grades 7 to 10 enrolled in the National Learning Camp. These learners were distributed across four grade levels: Grade 7 (117 students), Grade 8 (140 students), Grade 9 (115 students), and Grade 10 (52 students).

A stratified random sampling method was employed to ensure proportional representation of learners across all grade levels. Stratified random sampling was chosen because it allows for a more accurate reflection of the population by ensuring that each grade level is proportionally represented in the sample.

A sample size of 71 learners was selected from the total population. The sample size was determined to balance statistical power and practical constraints while maintaining proportional representation across grade levels. The sample was distributed as follows: 29 learners from Grade 7, 21 learners from Grade 8, 19 learners from Grade 9, and 2 learners from Grade 10. The selection was done randomly within each grade level to ensure unbiased representation.

Participation in the study was voluntary, and informed consent was obtained from all participants. Confidentiality of the participants was ensured, and all data were anonymized to protect their identities.

#### ➤ *Data Collection*

The study will utilize both quantitative and qualitative data collection methods. For the quantitative aspect, a survey questionnaire will be distributed to the participants through Google Forms and printed questionnaires. The questionnaire will be used to determine the extent to which participants evaluate the execution of the integrated whole-school strategy in the execution of the National Learning Camp. Meanwhile, the pre and post-test will be administered by the teacher-implementer of the NLC.

For the qualitative component, in-depth interviews using google forms will be conducted with 71 participants of the learning camp. Factors, including the challenges met in participating NLC. The validated answer interviews will explore their experiences, perspectives, and insights related to the implementation of the National Learning Camp. Data will be collected during and after the implementation of NLC, coinciding with the implementation of the National Learning Camp. Ethical considerations and the Data Privacy Act of 2012 will be strictly adhered to throughout the research process.

#### ➤ *Ethical Issues*

In conducting the study several ethical considerations and issues must be addressed to ensure the integrity of the research and the protection of participants. Firstly, informed consent will be obtained from all participants, ensuring they are fully aware of the study's purpose, procedures, and their right to withdraw at any time without penalty. The confidentiality and anonymity of the participants will be strictly maintained, with all personal data securely stored and only accessible to the research team. Additionally, the study will adhere to data privacy regulations, ensuring that all collected data is used solely for the purposes of this research and is not disclosed to unauthorized parties. Participants' well-being will be prioritized, with steps taken to minimize any potential discomfort or harm during the data collection process, particularly during in-depth interviews. The study will also ensure that there is no coercion or undue influence on participants to join the study, maintaining voluntary participation throughout. Finally, the research will undergo ethical review and approval by a relevant ethics committee, ensuring that all procedures comply with ethical standards and guidelines.

#### ➤ *Plan for Data Analysis*

The collected data from the survey questionnaires will be statistically analyzed using appropriate quantitative methods such as weighted mean ranking. These statistical tools will provide overall experiences of students who participated in the National Learning Camp, descriptions of the activities provided during the National Learning Camp, and the learning outcomes did students achieve as a result of participating in the National Learning Camp

The data from the interviews on the challenges met by participants in NLC implementation will be analyzed using thematic analysis. This qualitative approach will identify and explore common themes and patterns in the participants' narratives, revealing valuable insights into the challenges met in National Learning Camp.

By employing a descriptive design with mixed methods, the study aims to unveiling the national learning camp through a holistic analysis of student engagement, educational activities, and challenges. The integration of both quantitative and qualitative data will provide a comprehensive and nuanced perspective, contributing to the enhancement of future educational strategies and practices.

## CHAPTER SIX

### RESULTS AND DISCUSSIONS

#### ➤ Overall experiences of students in the National Learning Camp

The analysis of the overall experiences of students who participated in the National Learning Camp (NLC) reveals several key insights into their perceptions and satisfaction levels. The weighted average (WA) of each statement provides a quantitative measure of student sentiment, allowing for a clearer understanding of their experiences.

Table 1 Learners Experiences

Indicators	WM	Verbal Interpretation	Rank
1. I am satisfied with the overall experience at the NLC.	3.77	Strongly Agree	3
2. The NLC met my expectations.	3.77	Strongly Agree	3
3. The NLC was well-organized in terms of schedule, resources, and support.	3.56	Strongly Agree	5
4. I enjoyed the activities provided in the NLC.	3.85	Strongly Agree	1
5. I would recommend the NLC to others.	3.77	Strongly Agree	3
Composite Mean	3.74	Strongly Agree	

The analysis of the overall experiences of students who participated in the National Learning Camp (NLC) reveals significant insights into their perceptions and satisfaction levels. The statement "I enjoyed the activities provided in the NLC" received the highest weighted mean of 3.85, indicating that students found the activities engaging and enjoyable, which is crucial for fostering motivation and deeper learning. Following closely, the statements "The NLC met my expectations" and "I would recommend the NLC to others" both garnered a weighted mean of 3.77, suggesting that the camp effectively aligned with student expectations and resulted in a positive experience that they would endorse to peers. Conversely, the organization of the camp, reflected in the statement "The NLC was well-organized in terms of schedule, resources, and support," received a slightly lower rating of 3.56, highlighting areas for improvement in logistical planning and resource allocation.

The findings of the present study align with prior research, such as the study conducted by David et al. (2024), which explored teacher volunteers' experiences in the National Learning Camp (NLC). David et al. found that while teachers generally had a positive sentiment towards the program, areas such as the learning environment and content delivery required improvement. This supports the current study's recommendation for enhancing the organization of the camp, as reflected in the relatively lower weighted mean (3.56) for statements related to camp organization, resources, and support. Improving these areas could maximize the effectiveness of the NLC, as both teachers and students benefit from a well-structured and resource-rich environment.

Additionally, Richmond et al. (2019) highlighted the role of camp experiences, including the NLC, in fostering personal and socio-emotional development among students. The outcomes they emphasized—such as independence, perseverance, and empathy—are in line with the student feedback that revealed high levels of engagement and satisfaction with the camp's activities. The highest weighted mean of 3.85 for the statement "I enjoyed the activities provided in the NLC" indicates that students found these activities both enjoyable and motivational, which is essential for holistic development beyond academics. Richmond et al.'s findings reinforce the idea that the NLC promotes life skills through peer and instructor interactions, making the camp valuable not just for academic enrichment but also for personal growth.

The overall, the composite mean of 3.74 indicates a generally positive experience among participants, emphasizing the importance of engaging activities and effective communication of camp objectives. However, the feedback regarding organization suggests a need for ongoing evaluation and adjustments to enhance future iterations of the NLC. By addressing these challenges, the camp can further improve student experiences, ensuring that all aspects align with the high expectations set for participants and ultimately enhancing its educational impact.

#### ➤ Description of the Activities Provided by the Camp Masters – Teachers

Table 2 Description of the Activities

Indicators	WM	Verbal Interpretation	Rank
1. The camp masters provided a variety of activities	3.87	Strongly Agree	1
2. The learning activities are engaging, interactive, and beneficial.	3.77	Strongly Agree	3
3. The learning activities are well-structured and organized.	3.76	Strongly Agree	4
4. The learning activities help understand the subject much better.	3.73	Strongly Agree	5
5. The teachers encourage active participation in the learning activities	3.82	Strongly Agree	2
Composite Mean	3.76	Strongly Agree	

The activities provided by the camp masters (teachers) during the National Learning Camp (NLC) were designed to create a dynamic and enriching educational environment for students. The highest-rated statement, "The camp masters provided a variety of activities," received a weighted mean of 3.87, indicating that students appreciated the diverse offerings that catered to different learning styles and interests. Following this, the statement "The teachers encourage active participation in the learning activities" achieved a weighted mean of 3.82, reflecting the teachers' commitment to fostering an engaging atmosphere where students felt motivated to contribute and collaborate. Additionally, the learning activities were characterized as "engaging, interactive, and beneficial," with a mean score of 3.77, which emphasizes the importance of hands-on, experiential learning in enhancing student engagement and understanding. However, while the learning activities were generally seen as well-structured and organized, indicated by a mean score of 3.76, there remains a slight gap in the perceived effectiveness of the activities in aiding students' comprehension of the subjects, which received a mean score of 3.73. This feedback suggests that while the activities were appreciated, there is an opportunity to refine and improve their design to ensure they effectively enhance students' understanding of the subject matter. Overall, the positive ratings indicate that the camp masters successfully created an engaging and interactive learning environment, but ongoing efforts to enhance the structure and educational effectiveness of the activities will further enrich the NLC experience for all participants.

The positive outcomes of the National Learning Camp (NLC) in the current study are consistent with the findings of Maguate et al. (2023), who observed significant improvements in literacy and numeracy among NLC participants. This supports the notion that the camp's immersive and interactive teaching methods are essential in enriching students' learning experiences. The variety of activities provided by camp masters, which received the highest weighted mean of 3.87, further aligns with Maguate et al.'s assertion that engaging teaching strategies significantly contribute to the enhancement of key academic competencies.

Similarly, Berry (2024) found that the NLC's targeted interventions had a positive impact on Grade 2 learners, particularly in reading and numeracy. Although the current study focuses on older students (Grades 7 and 8), the results reflect a broader trend of improvement in academic performance across all levels of the NLC, reinforcing the importance of structured, age-appropriate educational activities that align with student needs. The mean score of 3.73, indicating room for improvement in aiding comprehension, echoes Berry's findings on the necessity of refining instructional strategies to maximize learning outcomes, especially in higher grade levels.

David et al. (2024) emphasized the effectiveness of collaborative teaching methods in engaging students and improving learning outcomes. The weighted mean of 3.82 for the statement "The teachers encourage active participation in the learning activities" in the current study supports this observation. Students were actively engaged in group discussions and hands-on exercises, which not only made the activities more interactive but also contributed to their academic and social development. This aligns with David et al.'s conclusion that collaboration and teamwork within the NLC fostered cognitive and social skills, key components of effective learning environments.

While the overall feedback from the participants indicates that the camp masters created a well-structured and enriching environment, with a mean score of 3.76 for organization, there is an opportunity to improve the design of the learning activities to further enhance comprehension. This echoes both Maguate et al. (2023) and Berry (2024) on the need for continued refinement of instructional strategies to address specific learning challenges. By building on the strengths of the current approach and addressing these gaps, future iterations of the NLC can provide even more effective support for both academic and personal development.

#### ➤ *Learning Gained by the Learners*

Table 3 Learning Gained

Indicators	WM	Verbal Interpretation	Rank
1. I acquired new knowledge and skills during the NLC.	3.75	Strongly Agree	1
2. I feel confident in applying what I have learned at the camp in real-life situations.	3.58	Strongly Agree	5
3. The NLC contributed to my personal and academic development.	3.69	Strongly Agree	3
4. There were specific sessions or workshops that significantly impacted my learning.	3.65	Strongly Agree	4
5. The NLC meet its objectives in terms of the specified learning outcomes.	3.69	Strongly Agree	3
Composite Mean	3.67	Strongly Agree	

The learning gained by the participants during the National Learning Camp (NLC) was generally viewed positively, with several key insights emerging from the data. The statement "I acquired new knowledge and skills during the NLC" received the highest weighted mean of 3.75, indicating that learners felt they gained valuable information and competencies through their participation. This foundational aspect of the NLC underscores its effectiveness in enriching students' educational experiences.

Furthermore, the statement "The NLC contributed to my personal and academic development" scored a mean of 3.69, highlighting the camp's role in fostering both personal growth and academic success. Similarly, the statement regarding the meeting of objectives in terms of specified learning outcomes also received a mean score of 3.69, suggesting that participants recognized the alignment of the camp's activities with its educational goals.

Although the learners expressed confidence in applying their newfound knowledge in real-life situations, this statement had the lowest score at 3.58. This indicates a potential area for improvement, suggesting that while students gained knowledge, they may require further support or practical applications to fully translate their learning into real-world scenarios. Lastly, the statement, "There were specific sessions or workshops that significantly impacted my learning," received a mean score of 3.65, indicating that certain components of the NLC resonated strongly with students and contributed to their overall learning experience.

In terms of personal and socio-emotional development, Espinosa and Guevarra (2024) highlighted the NLC's role in fostering curiosity, resilience, and adaptability. The camp's ability to provide a dynamic, hands-on learning environment not only supported cognitive development but also nurtured important life skills. The emphasis on engaging students' interests and motivating them to participate mirrors Espinosa and Guevarra's claim that the NLC promotes a growth mindset and resilience, enhancing both academic and personal growth.

In summary, while the NLC was successful in imparting new knowledge and supporting personal and academic growth, enhancing the application of this knowledge in practical settings could further improve the educational impact of the camp.

#### ➤ *Challenges Met by Students While Participating in the National Learning Camp*

Table 4 Thematic Analysis of Challenges Met by Learners

Theme	Frequency	Percentage	Rank
Social Interaction and Communication Challenges	5	7.04%	5
Transportation and Accessibility Issues	18	25.35%	3
Health and Physical Factors	7	9.86%	4
Academic Challenges	20	28.17%	1
Socializing and Group Dynamics	19	26.76%	2
Scheduling and Activity Fatigue	2	2.82%	6
<b>TOTAL</b>	<b>71</b>	<b>100.00%</b>	

The responses gathered from the learners revealed common challenges in their understanding and retention of knowledge and skills across various subjects, particularly in mathematics and science. Many students expressed difficulty in grasping new concepts, as indicated by the recurring sentiment of unfamiliarity with certain activities, which they found challenging ("nahirapan po ako sa ibang aktibiti na ipinagawa ng guro marahil po ay bago pa lamang ito sa aking kaalaman"). This highlights a gap in foundational knowledge that hinders their ability to fully engage with the lessons. Mathematics, in particular, emerged as a subject where students frequently encountered obstacles, such as difficulty in solving problems and recalling previously learned material ("hindi ko maintindihan ang math"). Learners also expressed struggles with retaining information over time, with some acknowledging that they had forgotten topics or concepts previously taught ("sometimes the topic or lesson is I forgotten"). Despite these challenges, a few students indicated gradual improvement, noting that while the subjects were initially difficult, they were able to understand them eventually ("mahirap ang subject ngunit naintindihan ko rin kalaunan"). Overall, the responses underscore the need for more targeted instructional strategies, particularly in reinforcing basic knowledge and providing opportunities for continuous review to enhance understanding and retention in key subjects like math and science.

The theme of socialization challenges among learners during the National Learning Camp (NLC) highlighted various difficulties students faced when interacting with classmates and peers. Many students expressed unease with the unfamiliarity of their new learning environment, noting that they struggled to socialize with peers they were not previously acquainted with ("not knowing who my classmates are"). This unfamiliarity caused hesitation in participating in group activities, with some students feeling unprepared for sudden group dynamics ("hindi kami handa na may biglang group activity"). A recurring theme of shyness and lack of confidence emerged, as several learners admitted that they were too shy to engage in recitations or answer questions in the presence of their new classmates ("shy to participate and don't have the confidence to talk to my classmates"). The separation from familiar classmates exacerbated feelings of discomfort for some, as they found it challenging to connect with peers outside their usual social circles ("pagkahiwalay sa mga nakasanayan kong kaklase").



This discomfort extended to struggles in keeping up with group activities and lessons, as some students felt they could not participate effectively without the support of known friends ("wala akong kasamang kakilala o kaklase kaya hindi ako makasagot ng ayos"). The pressure to socialize with peers perceived as more skilled also contributed to feelings of inadequacy and difficulty in forming connections ("medyo nahirapan akong makisama dahil puro magaling"). However, there were also indications of progress as learners began interacting more with other campers, particularly after the initial stages of the camp ("socializing to others in the first day of NLC"). Overall, these responses suggest that while socialization posed a significant challenge for many students during the NLC, it also provided an opportunity for personal growth, as students gradually adapted to their new environment and peers. To address these challenges, structured socialization activities and confidence-building exercises could be incorporated into future camps to help students feel more comfortable and engaged with their classmates.

The responses reveal that some learners faced significant challenges related to transportation during the National Learning Camp (NLC), which affected their participation and punctuality. A number of students mentioned difficulties in finding transportation near their homes, leading to delays in arriving at school ("pagsakay sa may labasan ng aming bahay dahil mahirap po na sumakay"). Others reported that the unavailability of tricycles or jeeps in the morning caused them to be late for the camp ("late na pagpasok dahil sa late na pagsakay ng tricycle" and "kawalan ng masakyan"). These challenges were particularly pronounced for those living in areas with limited transportation services, making the daily commute an ongoing struggle.

Additionally, some learners expressed difficulty in commuting alone without a companion ("walang makasabay sa pagpasok"), which may have compounded their reluctance or unease about attending regularly. The weather further exacerbated these transportation challenges, with some students citing the discomfort of commuting in extreme heat or rain ("struggle to face the immense amount of heat" and "ulaning panahon").

These issues suggest that transportation barriers, compounded by environmental factors, prevented some learners from fully participating in the camp. Addressing these concerns through potential solutions such as improving access to local transportation or providing school-based transit options could alleviate the burden on students and improve overall attendance and engagement.

The responses from a few learners highlight challenges in communication, motivation to wake up early, and the impact of rainy weather conditions during the National Learning Camp (NLC). In terms of communication, some students found it difficult to engage with their peers, especially when they were unfamiliar with their classmates or had to communicate with students from different sections ("makipagcommunicate sa ibang NLC members"). This challenge was compounded by a lack of confidence in speaking in front of others, particularly when using the English language ("how to communicate to others and how to be good on speaking on using English language when speaking in front of others"). These issues reflect the discomfort some learners experience when required to speak in unfamiliar social settings, which can hinder their participation in camp activities.

In addition to communication challenges, several students struggled with the habit of waking up early to attend the camp ("paggising ng maaga"). Waking up in the morning was a recurring issue, with some students admitting to a lack of motivation to get up on time or feelings of laziness ("katamaran pumasok"). This lack of motivation may have contributed to tardiness or even absenteeism, affecting their overall camp experience and engagement.

The weather also played a role in the challenges faced by learners. Rainy conditions, in particular, were mentioned as a factor that made it more difficult for students to concentrate and participate in activities ("ulaning panahon" and "rainy days and studying again"). Environmental factors, combined with personal habits and communication difficulties, created barriers that limited the ability of some students to fully engage with the camp's offerings. The related literature also sheds light on the challenges faced by students during the NLC. David et al. (2024) identified logistical issues, collaboration difficulties, and concerns about content relevance as challenges that need to be addressed. These challenges can hinder the effectiveness of the NLC and limit students' learning experiences. Quezada (2024) reported challenges related to the lack of resources, inadequate teacher preparation, and low student interest. Virtus et al. (2023) discussed challenges in aligning instructional strategies effectively, which can impact the overall learning outcomes.

Overall, these challenges underline the need for addressing both external and internal factors—such as communication skills, motivational strategies, and environmental conditions—that impact student participation in programs like the NLC. Providing support in these areas could improve students' overall experience and encourage more active engagement.

➤ *Proposed Developed Interventions to Improve the National Learning Camp (NLC) to Enhance Student Achievement:*

- *Improvement in Concept Introduction and Activity Familiarization.*

Provide introductory sessions or orientation on new activities to reduce the challenges posed by unfamiliar tasks. Offer simplified instructions and examples for better comprehension of complex activities.

- *Strengthening Foundational Knowledge.*

Implement additional learning support, such as remedial or bridge lessons, to address gaps in foundational knowledge, particularly in subjects like mathematics. Reinforce basic concepts before introducing advanced topics to help learners fully engage with the lessons.

- *Enhanced Support for Mathematics.*

Develop targeted interventions for mathematics, including tutorial sessions, simplified problem-solving techniques, and interactive exercises. Incorporate tools like visual aids, step-by-step problem-solving guides, and digital learning resources to aid understanding.

- *Memory Retention and Review Strategies.*

Introduce regular review and recap sessions to help students retain previously learned information. Use spaced repetition and retrieval practices to enhance long-term retention of important concepts.

- *Hands-On Learning and Real-Life Application.*

Integrate more hands-on, practical activities to help learners apply theoretical knowledge to real-life situations. Use project-based learning to allow students to demonstrate their understanding in practical contexts.

- *Continuous Monitoring and Feedback.*

Provide continuous feedback to students, highlighting both strengths and areas for improvement. Use formative assessments to identify learning gaps early and tailor interventions accordingly.

- *Teacher Support and Training.*

Offer professional development for teachers to equip them with strategies for simplifying complex concepts and making learning more interactive. Ensure that teachers are trained to deliver lessons in a way that supports all types of learners, especially in difficult subjects like mathematics.

To address the challenges identified in the NLC, various interventions have been proposed in the literature. Ruel Visca and Rommel Pelayo (2024) suggested incorporating gamified instruction, designing classrooms for creativity, and providing comprehensive support services. These interventions aim to make the learning experience more engaging, interactive, and tailored to the needs of the students. Virtus et al. (2023) proposed a whole-school approach to the NLC, which significantly improved students' performance in Science, Math, and English. This approach involves aligning instructional strategies across the curriculum and providing ongoing professional development for teachers.



## **CHAPTER SEVEN**

### **FINDINGS**

The National Learning Camp (NLC) was well-organized, providing sufficient resources, support, and a structured schedule that facilitated the learning process.

While students generally found the learning activities helpful in understanding subjects better, many struggled with new concepts, indicating a gap in foundational knowledge.

Mathematics was the most challenging subject for learners, with students facing difficulties in problem-solving and recalling previously learned concepts.

A significant number of students expressed challenges in retaining information over time, particularly in math and other subjects they had learned previously.

Despite initial struggles, a few students reported gradual improvement and understanding of difficult subjects after repeated exposure and practice.

## **CHAPTER EIGHT**

### **CONCLUSIONS**

- The National Learning Camp (NLC) provided a positive experience for learners, with engaging activities and clear communication of objectives.
- Although the camp masters created a well-structured and enriching learning environment, there is a need to enhance the design of learning activities to further improve comprehension and retention, particularly in challenging subjects like mathematics and science.
- While the NLC effectively imparted new knowledge and fostered academic and personal growth, strengthening the application of this knowledge in practical, real-life situations could further enhance its educational impact.
- Learners not only encountered socialization challenges with their peers but also faced significant hurdles in mastering mathematical and scientific concepts, revealing an underlying difficulty in retaining and applying these foundational subjects.
- The proposed interventions for the National Learning Camp (NLC) aim to enhance student achievement by strengthening foundational knowledge, particularly in mathematics, improving concept introduction, incorporating hands-on learning, and providing continuous feedback, while equipping teachers with strategies to deliver complex subjects more effectively, thereby fostering a more engaging and supportive learning environment

## RECOMMENDATIONS

- It is recommended to implement proposed interventions for the National Learning Camp (NLC) aim to enhance student achievement by strengthening foundational knowledge, particularly in mathematics, improving concept introduction, incorporating hands-on learning, and providing continuous feedback, while equipping teachers with strategies to deliver complex subjects more effectively, thereby fostering a more engaging and supportive learning environment
- Teachers should receive ongoing professional development to enhance their ability to simplify complex subjects and incorporate engaging, hands-on activities that relate to real-life applications.
- The NLC should incorporate regular review sessions and spaced repetition strategies to improve information retention and help students reinforce previously learned concepts.
- Continuous formative assessments should be conducted to identify learning difficulties early, allowing for timely interventions and personalized support for struggling students.
- The overall structure of the NLC should be maintained, with slight adjustments to improve the introduction of new concepts and ensure that students are adequately familiarized with activities before engaging in them.

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