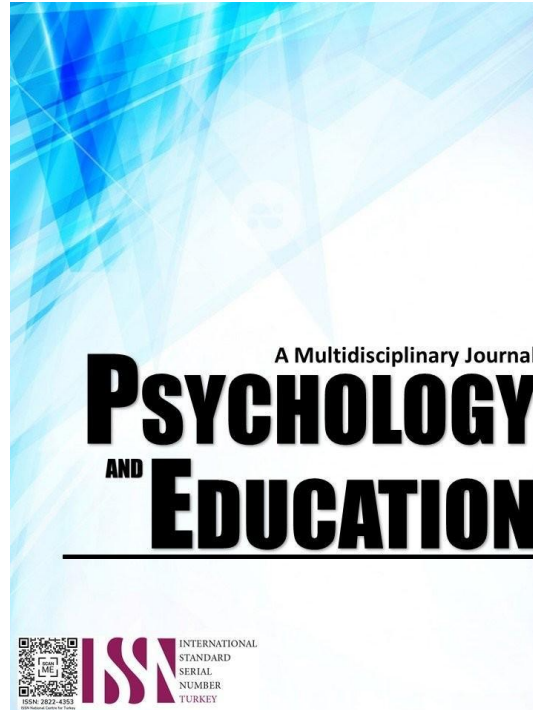


# **SCHOOL PRACTICES IN THE IMPLEMENTATION OF THE SCHOOL LEARNING CAMP**



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## School Practices in the Implementation of the School Learning Camp

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### Abstract

This study examines the implementation practices of the School Learning Camp (SLC) in the Lantapan East District of Bukidnon, focusing on the influence of volunteer involvement, learner participation, resource provision, parental support, and community engagement on student performance. Using a mixed-methods approach, the research gathered data through surveys, interviews, and observations from 110 teachers and school administrators. The findings highlight that volunteer engagement and active learner participation are critical factors in the success of the SLC. Volunteers' recognition and appreciation were rated highly, as were the diverse learning activities offered to students. Parental support was also identified as a significant factor, with regular communication and opportunities for parent involvement contributing to enhanced student outcomes. However, the study revealed that the provision of learning materials and resources faced logistical challenges, which negatively impacted student performance. Statistical analysis using Pearson's correlation coefficient showed significant positive relationships between SLC practices and student performance, particularly in learner participation and parental support. The research underscores the importance of community collaboration and resource management in improving the effectiveness of educational interventions in rural settings. These insights provide valuable recommendations for refining the implementation of similar programs in other rural areas to ensure sustainable learning recovery.

**Keywords:** *School Learning Camp, volunteer engagement, learner participation, parental support, rural education, educational recovery.*

### Introduction

The National Learning Camp is a government-initiated program aimed at enhancing students' foundational competencies in reading, mathematics, and science. Conducted during academic breaks, it features engaging, student-centered activities that foster both academic progress and personal development. The initiative brings together educators, learners, and volunteers in a collaborative and supportive setting. By addressing educational gaps and encouraging continuous learning, the program plays a vital role in strengthening and broadening access to quality education.

Like many places around the world, rural areas such as Lantapan East District in Bukidnon have struggled to provide quality education, especially with limited resources and support. These challenges became even more serious during the COVID-19 pandemic, which caused long school closures and major learning disruptions. Filipino students ended up missing out on nearly a full year of effective learning — one of the biggest losses in the East Asia and Pacific region, according to DepEd in 2022. To help students recover, the Department of Education launched the School Learning Camp (SLC), a program designed to give extra academic support and help close learning gaps. Through fun, volunteer-led activities, the SLC also encourages students to stay engaged and motivated in their learning journey. In Lantapan East District, Bukidnon, where approximately 68% of families relied on agriculture for their livelihoods, schools had to balance educational goals with the demands of rural agricultural life (FAO, 2019). Students were often called upon to assist in farming activities, which limited their participation in school programs. The district's seven elementary schools and three secondary schools served approximately 4,200 students, many of whom had experienced significant learning disruptions during the pandemic. Given these circumstances, it was essential to examine how schools in this particular rural agricultural setting had implemented programs like the SLC, which could have provided crucial insights for similar contexts nationwide.

Volunteer participation had been a central aspect of the School Learning Camp, with teachers, parents, and community members contributing to facilitating learning sessions. Research suggested that volunteer involvement could significantly enhance educational outcomes by fostering a supportive and engaged learning environment (Anderson et al., 2020). Additionally, the active participation of learners had been key to the program's success. However, the specific dynamics of volunteer engagement and learner participation in the context of a rural agricultural community like Lantapan East District remained under explored in existing literature.

This study investigated the implementation practices of the School Learning Camp (SLC) program in Lantapan East District, Bukidnon, with a particular focus on volunteer engagement, learner participation, and resource utilization. Despite the nationwide implementation of the SLC as part of the Learning Recovery Program, there had remained a significant gap in understanding how such educational interventions functioned within the unique context of rural agricultural communities, where educational priorities often competed with agricultural demands.

The significance of this research was underscored by several critical factors. First, the Philippines' 2023 National Achievement Test results had revealed that elementary and high school students in rural areas had scored an average of 16 percentage points lower than their urban counterparts, with regions like Northern Mindanao (where Bukidnon was located) showing particularly concerning results. This persistent rural-urban education gap had necessitated targeted research on interventions specifically designed to address rural

educational challenges.

Second, preliminary observations in Lantapan East District had revealed varying implementation practices across schools, with notable differences in volunteer engagement, learner participation, and resource allocation. Understanding these variations could have provided valuable insights into how to improve consistency and effectiveness across different rural school settings.

Third, while DepEd had established national guidelines for SLC implementation, the adaptation of these guidelines to local contexts had remained largely undocumented. This research had provided valuable insights into how national educational policies had translated into practice in specific rural settings, potentially informing more contextually responsive policy development.

Fourth, existing research on educational interventions in rural settings had predominantly focused on program outcomes rather than implementation processes. This study had addressed this gap by employing a mixed methods approach that examined both the qualitative aspects of program implementation (through interviews, focus group discussions, and observations) and quantitative measures of program outcomes (through assessment data, attendance records, and surveys).

With this research, we hoped to deepen our understanding of how educational programs are carried out in rural areas and to offer practical ideas that could help improve efforts in places like Lantapan East District. We also aimed to share insights that might be useful to policymakers at both the regional and national levels, possibly shaping how future learning recovery programs are planned and implemented.

In this study, the researcher used a mix of research methods to get a well-rounded view, combining interviews, group discussions, and observations with surveys, document reviews, and student performance data. This approach helped us understand not just how the SLC program was being carried out, but also what impact it was having.

Overall, the research filled an important gap in understanding how programs like the SLC work in rural, farming communities. The insights we gathered are useful not only for improving educational practices in Lantapan East District, but also for understanding how national education policies can be adapted to fit local needs. And with learning recovery still a top priority across the country, the timing of this study made its findings especially meaningful.

## Research Questions

The study focused on examining teachers' profiles and their teaching practices during the transition period of Key Stage I learners in the District of Lantapan East, Division of Bukidnon, for the school year 2024-2025. Specifically, the research aimed to answer the following questions:

1. To what extent were the key practices of the National Learning Camp (NLC) implemented, including volunteer involvement, student participation, the provision of school supplies and materials, parental support, stakeholder involvement, and monitoring and evaluation?
2. How did teachers perceive the performance of the learners?
3. Was there a significant relationship between the extent of NLC practices and the learners' performance, as perceived by teachers?

## Methodology

### Research Design

The study followed a descriptive-correlational research design, aiming to assess the extent of practices in implementing the School Learning Camp (NLC) and their relationship to learners' performance, as seen by teachers in the Lantapan East District. Descriptive research provided a clear picture of the existing practices, while correlational analysis helped identify significant relationships between the independent and dependent variables.

### Respondents

The study involved 8 school principals and 110 teachers from the Lantapan East District, with a focus on educators from Grade 1, Grade 4, and Grade 7. This mix of teachers provided a well-rounded view of the different approaches used at various stages of education and how these practices impacted student performance.

Before starting, it was clearly communicated to the teachers that their participation was voluntary, and that their personal information would be kept private and handled with the highest level of respect.

Table 1. *Distribution of Subject Respondents*

Schools of Lantapan East District	
Schools	NLC Volunteer
Lantapan Central E/S	19
Balila E/S	15
Sobsob E/S	6

Valbueco E/S	20
Bantuanon E/S	16
Babahagon E/S	4
Bugcaon E/S	15
Capitan Juan IS	15
Total	110

## Instruments

This study used two main questionnaires to evaluate the effectiveness of the National Learning Camp (NLC) practices and to assess how teachers perceived the learners' performance.

The first questionnaire, titled *Assessing the Implementation of National Learning Camp Practices in Primary Education*, consisted of 20 questions focused on four key areas: Learning Camp Volunteers, Learner Participation, School Provision of Supplies and Materials, and Parental Support. Each area had five questions aimed at understanding how these elements were implemented in the NLC. For instance, in the Learning Camp Volunteers section, questions explored how volunteers contributed to the learning environment and interacted with the students. The Learner Participation section examined how engaged students were in NLC activities, while the questions about the School's Provision of Supplies and Materials assessed the quality and availability of resources. Finally, the Parental Support section investigated the role of parents in enhancing the overall learning experience.

The second questionnaire, titled *Evaluating Learners' Performance in Relation to National Learning Camp Participation*, included 25 questions that assessed student performance across five key areas: Academic Achievement, Participation and Engagement, Motivation and Attitude, Behavior and Social Skills, and Overall Performance. Each area had five questions designed to capture teachers' views on their students' development. For example, the Academic Achievement section looked at whether NLC participation helped improve students' understanding of subjects and their grades. The Participation and Engagement section focused on how actively students took part in activities and whether it promoted collaboration. The Motivation and Attitude section assessed students' enthusiasm for learning, while the Behavior and Social Skills area examined their ability to interact respectfully and regulate emotions. The Overall Performance section evaluated the overall impact of the NLC on students' educational outcomes.

The purpose of collecting this data was to identify effective strategies to support preschool children, teachers, and parents during the transition from preschool to primary school, ultimately improving educational practices within the NLC framework.

## Procedure

Before beginning data collection, the researcher obtained a permit from the Division of Bukidnon's Superintendent of Schools to conduct the study.

Informed consent was then obtained from the teacher-respondents, ensuring their voluntary participation in the study. Once consent was given, the teachers were briefed on the study's objectives and the process involved.

The researcher distributed the survey questionnaires to the teachers, gathering data on their perceptions of learners' transitions from Grades 1, 4, and 7, as well as the teaching practices used during this transition phase. The collected data were then organized and analyzed quantitatively.

### Sampling Procedure

The study used a total enumeration approach to select its respondents. In other words, instead of choosing a sample group, data was gathered from every single member of the population. This method—also called a census—ensures a highly accurate picture of the group because it leaves no room for sampling errors or bias. By including everyone, the results are more reliable and there's no need to make assumptions based on just a portion of the population.

### Scoring Procedure

To understand how pupils perceived their transition from kindergarten to Grade 3, as well as the teaching practices used during this period, a 5-point rating scale was used to interpret the data. This scale was adapted from Garcia (2014).

Scale	Range	Descriptive Rating	Qualitative Description
5	4.51 – 5.0	Strongly Agree	Very high extent
4	3.51 – 4.5	Agree	High extent
3	2.51 – 3.5	Undecided	Moderate extent
2	1.51 – 2.5	Disagree	Small extent
1	1.00 – 1.5	Strongly Disagree	Less extent

Negative statements were assigned reverse scores, so higher ratings reflected more positive perceptions and stronger agreement with the practices, while lower scores indicated negative perceptions and disagreement.

## Data Analysis

The data gathered were analyzed using appropriate statistical tools. To summarize how the NLC implementation practices were carried out, descriptive statistics such as mean, standard deviation, and frequency distribution were used. To explore the relationship between how these practices were implemented and learners' performance (as perceived by teachers), Pearson's correlation coefficient was applied. A significance level of 0.05 was set to determine whether the results were statistically meaningful. All analyses were performed using SPSS or similar statistical software to ensure accuracy and reliability.

## Results and Discussion

This chapter contained the presentation, analysis, and interpretation of the data gathered from the respondents. The order of the presentation was based on the order of specific problems in the statement of the problem.

It involved the practices in the implementation of the National Learning Camp (NLC) regarding learning camp volunteers, learner participation, school provision of supplies and materials, parental support, stakeholder support, and monitoring and evaluation.

The tables 2,3,4, and 5 showed the respondents in terms of learning camp volunteers, learner participation, school provision of supplies and materials, parental support, stakeholder support. Table 6,7,8,10 and 11 showed the extent of learner performance as perceived by teachers in terms of academic achievement during the National Learning Camp (NLC) was assessed across five indicators.

Table 2. *Extent of practices in the implementation of the National Learning Camp (NLC) regarding learning camp volunteers.*

Indicator	Mean	SD	Interpretation
Volunteers are recognized and appreciated for their contributions.	4.74	0.442	Very High Extent
There is effective communication between volunteers and school staff regarding their roles.	4.66	0.477	Very High Extent
Volunteers play a significant role in enhancing the quality of the Learning Camp.	4.56	0.565	Very High Extent
The number of volunteers involved in the Learning Camp is sufficient.	4.53	0.502	Very High Extent
Volunteers are adequately trained to support the Learning Camp activities.	4.16	0.660	High Extent
Overall	4.53	0.206	Very High Extent

As can be gleaned, Table 2 presents the extent of practices related to the implementation of the National Learning Camp (NLC) concerning learning camp volunteers, assessed across five indicators. The highest-rated item was “Volunteers are recognized and appreciated for their contributions” (Mean = 4.74, SD = 0.442), indicating a very high level of recognition and appreciation for volunteers.

Meanwhile, the lowest-rated indicator was “Volunteers are adequately trained to support the Learning Camp activities” (Mean = 4.16, SD = 0.660). Although this had the lowest mean, it still reflected a high level of implementation.

Other indicators also received very high ratings. For instance, “There is effective communication between volunteers and school staff regarding their roles” (Mean = 4.66, SD = 0.477) points to strong coordination—essential for smooth program operations. “Volunteers play a significant role in enhancing the quality of the Learning Camp” (Mean = 4.56, SD = 0.565) shows their positive impact on the program. Lastly, “The number of volunteers involved in the Learning Camp is sufficient” (Mean = 4.53, SD = 0.502) suggests that volunteer participation is adequate for effective implementation.

Overall, with a mean score of 4.53 (SD = 0.206), the extent of volunteer-related practices in the NLC was rated as very high, reflecting strong engagement and participation. These findings suggest that most respondents recognize the significant contributions of volunteers, particularly in supporting cognitive-based approaches such as problem-based learning (Gara et al., 2023).

Table 3. *Extent of practices in the implementation of the National Learning Camp (NLC) regarding learner participation.*

Indicator	Mean	SD	Interpretation
The Learning Camp activities cater to different learning styles and preferences.	4.65	0.479	Very High Extent
Students express enthusiasm for participating in the Learning Camp	4.61	0.491	Very High Extent
Most students actively participate in the Learning Camp activities.	4.57	0.624	Very High Extent
Peer influence positively affects student participation in the Learning Camp.	4.55	0.596	Very High Extent
Students have opportunities to lead activities during the Learning Camp.	4.49	0.502	Very High Extent



Overall	4.57	0.319	Very High Extent
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The extent of practices related to learner participation in the implementation of the National Learning Camp (NLC) was assessed across five indicators. The highest-rated item was “The Learning Camp activities cater to different learning styles and preferences” (Mean = 4.65, SD = 0.479), reflecting a very high level of inclusivity. This suggests that the camp successfully addresses the diverse needs of learners, which enhances engagement and participation.

The indicator with the lowest mean score was “Students have opportunities to lead activities during the Learning Camp” (Mean = 4.49, SD = 0.502), which, while the lowest among the indicators, still reflects a very high level of implementation.

Other indicators also showed strong results. “Students express enthusiasm for participating in the Learning Camp” (Mean = 4.61, SD = 0.491) highlights high levels of student motivation. “Most students actively participate in the Learning Camp activities” (Mean = 4.57, SD = 0.624) indicates strong engagement, while “Peer influence positively affects student participation in the Learning Camp” (Mean = 4.55, SD = 0.596) suggests that social dynamics play a key role in encouraging involvement.

With an overall mean score of 4.57 (SD = 0.319), learner participation in the Learning Camp is rated at a very high extent, underscoring strong student engagement. These findings imply that the camp’s focus on addressing diverse learner needs, offering engaging activities, encouraging parental involvement, and ensuring committed teacher support likely contributed to the high participation rates.

According to Steyn (2019), when teachers engage in collaborative learning within professional communities, they experience greater empowerment, which fosters a positive learning environment. Such collaboration allows teachers to share effective teaching strategies and design continuous learning opportunities. Similarly, Gregorio, Heine, and Gebhardt (2019) found that when teachers collaborate and discuss student performance, it has a significant positive impact on student achievement.

Table 4. *Extent of practices in the implementation of the National Learning Camp (NLC) regarding school provision of supplies and materials.*

Indicator	Mean	SD	Interpretation
The provided materials are relevant and useful for the Learning Camp activities.	3.40	0.700	High Extent
The quality of the materials provided meets the needs of the Learning Camp.	3.35	0.497	Moderate Extent
Supplies and materials are provided in a timely manner for the Learning Camp.	3.34	0.546	Moderate Extent
The school provides adequate supplies and materials for the Learning Camp.	3.33	0.619	Moderate Extent
There is a clear inventory system for tracking supplies used during the Learning Camp.	3.27	0.537	Moderate Extent
Overall	3.34	0.431	Moderate Extent

Table 4 presents the extent of practices related to the implementation of the National Learning Camp (NLC) concerning the school’s provision of supplies and materials, evaluated across five indicators. The highest-rated item was “The provided materials are relevant and useful for the Learning Camp activities” (Mean = 3.40, SD = 0.700), reflecting a high level of relevance and utility.

In contrast, the lowest-rated indicator was “There is a clear inventory system for tracking supplies used during the Learning Camp” (Mean = 3.27, SD = 0.537), which was rated at a moderate extent. Other indicators also received moderate ratings, pointing to areas that need improvement. For example, “The quality of the materials provided meets the needs of the Learning Camp” (Mean = 3.35, SD = 0.497) suggests that, while materials are provided, their quality may not always meet expectations. Similarly, “Supplies and materials are provided in a timely manner for the Learning Camp” (Mean = 3.34, SD = 0.546) and “The school provides adequate supplies and materials for the Learning Camp” (Mean = 3.33, SD = 0.619) indicate ongoing concerns around timeliness and adequacy of resources.

With an overall mean rating of 3.34 (SD = 0.431), the provision of supplies and materials is assessed at a moderate extent. This implies that although there are efforts to support the Learning Camp, several logistical and resource-related challenges remain. Addressing these gaps is essential to enhance the effectiveness of future educational programs, especially those that emphasize cognitive-based strategies such as problem-based learning (Gara et al., 2023).

Table 5 presents the extent of practices in the implementation of the National Learning Camp (NLC) related to parental support, evaluated across five indicators. The highest-rated indicator was “Parents receive regular updates about the Learning Camp’s progress and activities” (Mean = 4.75, SD = 0.432), reflecting a very high level of communication between schools and parents.

The lowest-rated indicator, “Parents are actively involved in supporting the Learning Camp” (Mean = 4.42, SD = 0.593), while the lowest among the items, still reflects a very high level of involvement. Other indicators also demonstrated strong results. “There are opportunities for parents to volunteer during the Learning Camp activities” (Mean = 4.69, SD = 0.463) suggests that schools provide avenues for parents to directly engage with the program. Similarly, “Parental encouragement positively influences student participation in the Learning Camp” (Mean = 4.54, SD = 0.598) highlights the motivational role parents play in student engagement. Additionally, “Parents provide necessary materials or resources for the Learning Camp” (Mean = 4.53, SD = 0.583) emphasizes the financial and

material support they contribute toward the camp's success.

**Table 5. Profile of Respondents in terms of Training in Teaching Reading**

Indicator	Mean	SD	Interpretation
Parents receive regular updates about the Learning Camp's progress and activities.	4.75	0.432	Very High Extent
There are opportunities for parents to volunteer during the Learning Camp activities.	4.69	0.463	Very High Extent
Parental encouragement positively influences student participation in the Learning Camp.	4.54	0.598	Very High Extent
Parents provide necessary materials or resources for the Learning Camp.	4.53	0.583	Very High Extent
Parents are actively involved in supporting the Learning Camp.	4.42	0.593	Very High Extent
Overall	4.59	0.362	Very High Extent

Overall, with a mean rating of 4.59 (SD = 0.362), parental support for the Learning Camp was rated at a very high extent, signifying strong and active engagement from families. These findings suggest that the structure and design of the program effectively foster family involvement, which contributes to greater learner engagement and improved learning outcomes.

As G.M. Steyn notes, when teachers engage in collaborative learning within professional communities, it fosters empowerment—creating a supportive environment that benefits both educators and learners. This collaborative spirit, extended to include parents, further strengthens the program's impact on addressing learning gaps and enhancing the overall educational experience.

**Table 6. Learner's performance as perceived by teachers in terms of academic achievement.**

Indicator	Mean	SD	Interpretation
The NLC has positively impacted students' understanding of core subjects.	4.62	0.487	Very High Extent
The resources provided during the NLC contribute to students' learning success.	4.55	0.499	Very High Extent
Students complete NLC assignments and projects on time.	4.51	0.668	Very High Extent
Students demonstrate improved academic performance during and after the NLC.	4.36	0.653	Very High Extent
Participation in NLC activities enhances students' ability to apply learned concepts.	4.36	0.582	Very High Extent
Overall	4.48	0.420	Very High Extent

Table 6 presents the extent of learner performance during the National Learning Camp (NLC) as perceived by teachers, specifically in terms of academic achievement. Among the five indicators assessed, the highest-rated was “The NLC has positively impacted students' understanding of core subjects” (Mean = 4.62, SD = 0.487), indicating a very high level of effectiveness in improving comprehension of key academic concepts.

The lowest-rated indicators were “Students demonstrate improved academic performance during and after the NLC” (Mean = 4.36, SD = 0.653) and “Participation in NLC activities enhances students' ability to apply learned concepts” (Mean = 4.36, SD = 0.582). Although these scored comparatively lower, they were still rated at a very high extent, suggesting that the program successfully supports knowledge retention and application.

Other indicators also received strong ratings. “The resources provided during the NLC contribute to students' learning success” (Mean = 4.55, SD = 0.499) highlights the critical role of instructional materials in enhancing academic outcomes. Similarly, “Students complete NLC assignments and projects on time” (Mean = 4.51, SD = 0.668) reflects a high level of student responsibility and engagement.

Overall, with a mean rating of 4.48 (SD = 0.420), teachers reported a very high extent of positive impact of the NLC on student academic achievement.

These results also imply that teacher volunteers had overwhelmingly positive experiences during the camp. They found the workshops relevant to their teaching needs, actively participated in discussions and hands-on activities, and viewed the environment as conducive to both learning and professional growth. Many teachers expressed appreciation for the opportunity to implement new teaching strategies, reflecting high levels of engagement, satisfaction, and enthusiasm.

Table 7 presents the extent of learner performance during the National Learning Camp (NLC) as perceived by teachers, specifically in terms of student participation and engagement. The highest-rated indicator was “Students show increased enthusiasm for learning during the NLC” (Mean = 4.77, SD = 0.421), reflecting a very high level of motivation and interest among learners throughout the program.

Table 7. *Learner's performance as perceived by teachers in terms of participation of engagement.*

Indicator	Mean	SD	Interpretation
Students show increased enthusiasm for learning during the NLC.	4.77	0.421	Very High Extent
Participation in NLC fosters a sense of community among students.	4.73	0.447	Very High Extent
The NLC encourages students to collaborate effectively with peers.	4.68	0.470	Very High Extent
Students are willing to share their thoughts and questions during NLC sessions.	4.65	0.479	Very High Extent
Students are actively engaged in NLC activities.	4.54	0.500	Very High Extent
Overall	4.67	0.325	Very High Extent

The lowest-rated indicator was “Students are actively engaged in NLC activities” (Mean = 4.54, SD = 0.500), which, despite being the lowest among the indicators, still indicates a very high extent of engagement. Other indicators also demonstrated strong results. “Participation in NLC fosters a sense of community among students” (Mean = 4.73, SD = 0.447) suggests the camp promotes a collaborative and supportive learning environment. Similarly, “The NLC encourages students to collaborate effectively with peers” (Mean = 4.68, SD = 0.470) highlights the program’s success in building students’ teamwork and communication skills. In addition, “Students are willing to share their thoughts and questions during NLC sessions” (Mean = 4.65, SD = 0.479) reflects increased confidence and active participation in discussions.

With an overall mean rating of 4.67 (SD = 0.325), teachers perceive student participation and engagement in the NLC to be at a very high extent. These findings align with research by Shimi et al. (2024), which indicates that learning camps foster supportive environments that encourage active engagement, ultimately enhancing students’ competency in essential skills.

Table 8. *Learner's performance as perceived by teachers in terms of motivation and attitude.*

Indicator	Mean	SD	Interpretation
Students demonstrate a positive attitude toward participating in the NLC.	4.69	0.463	Very High Extent
The NLC motivates students to set academic goals and pursue them.	4.66	0.477	Very High Extent
The NLC helps students take greater ownership of their learning.	4.58	0.496	Very High Extent
Feedback received during the NLC is beneficial for students' performance.	4.40	0.493	Very High Extent
Students exhibit greater resilience in their studies due to support from the NLC.	4.39	0.489	High Extent
Overall	4.54	0.298	Very High Extent

Table 8 presents the extent of learner performance in terms of motivation and attitude during the National Learning Camp (NLC), as perceived by teachers. The highest-rated indicator was “Students demonstrate a positive attitude toward participating in the NLC” (Mean = 4.69, SD = 0.463), suggesting a very high level of enthusiasm and willingness among students to engage in the program.

The lowest-rated indicator, “Students exhibit greater resilience in their studies due to support from the NLC” (Mean = 4.39, SD = 0.489), was still rated at a high extent, indicating that while resilience is present, it is an area with slightly more room for growth. Other indicators also reflected a very high level of implementation. “The NLC motivates students to set academic goals and pursue them” (Mean = 4.66, SD = 0.477) underscores the program’s effectiveness in fostering motivation and goal orientation. Likewise, “The NLC helps students take greater ownership of their learning” (Mean = 4.58, SD = 0.496) highlights its role in encouraging student responsibility and autonomy. In addition, “Feedback received during the NLC is beneficial for students' performance” (Mean = 4.40, SD = 0.493) reflects the positive impact of teacher guidance on learner outcomes.

Overall, with a mean rating of 4.54 (SD = 0.298), teachers perceived that student motivation and attitude in the NLC were at a very high extent. These findings align with studies indicating that learning camps not only enhance student motivation but also support the adoption of learner-centered education. As noted by Gara et al. (2023), such programs effectively emphasize cognitive strategies like problem-based learning, which further enrich the educational experience.

Table 9 presents teachers’ perceptions of learner performance during the National Learning Camp (NLC), specifically in terms of behavior and social skills. The highest-rated indicator was “The NLC promotes respectful behavior among students” (Mean = 4.76, SD = 0.427), indicating a very high extent of positive behavioral development among learners.

The lowest-rated indicator, “The collaborative nature of the NLC helps students manage conflicts effectively” (Mean = 4.55, SD = 0.499), while comparatively lower, still reflects a very high extent of impact. Other indicators further reinforce the program’s effectiveness. “Students develop better social skills as a result of participating in NLC activities” (Mean = 4.70, SD = 0.460) highlights the camp’s role in improving interpersonal communication and interaction. Likewise, “The NLC supports the development of emotional regulation in students” (Mean = 4.67, SD = 0.473) suggests that students are better able to manage their emotions and respond to challenges constructively. Furthermore, “Students display improved classroom behavior following the NLC” (Mean = 4.59, SD = 0.494) points to the program’s sustained positive influence beyond the camp setting.



Table 9. *Learner's performance as perceived by teachers in terms of behavior and social skills.*

Indicator	Mean	SD	Interpretation
The NLC promotes respectful behavior among students.	4.76	0.427	Very High Extent
Students develop better social skills as a result of participating in NLC activities.	4.70	0.460	Very High Extent
The NLC supports the development of emotional regulation in students.	4.67	0.473	Very High Extent
Students display improved classroom behavior following the NLC.	4.59	0.494	Very High Extent
The collaborative nature of the NLC helps students manage conflicts effectively.	4.55	0.499	Very High Extent
Overall	4.65	0.307	Very High Extent

Overall, with a mean rating of 4.65 (SD = 0.307), teachers perceive that the NLC has a very high extent of impact on students' behavior and social skills. This supports findings by Berry (2024), which emphasize that academic enrichment programs like learning camps contribute significantly to students' behavioral growth and social development.

Table 10. *Learner's performance as perceived by teachers in terms of Overall performance.*

Indicator	Mean	SD	Interpretation
Overall, I believe that the NLC has enhanced students' performance.	4.57	0.497	Very High Extent
I believe my involvement in the NLC positively influences student outcomes.	4.17	0.563	High Extent
I regularly assess students' progress during the NLC and provide timely interventions.	3.89	0.761	High Extent
I feel well-equipped to support students in their learning during the NLC.	3.58	0.690	High Extent
Resources provided during the NLC adequately support learners' needs.	3.54	0.612	High Extent
Overall	3.95	0.311	High Extent

Table 10 illustrates the extent of learners' overall performance in the National Learning Camp (NLC) as perceived by teachers, assessed through five key indicators. The highest-rated statement was "Overall, I believe that the NLC has enhanced students' performance" (Mean = 4.57, SD = 0.497), reflecting a very high level of agreement and a strong perceived impact of the program.

In contrast, the lowest-rated indicator, "Resources provided during the NLC adequately support learners' needs" (Mean = 3.54, SD = 0.612), though still within the high extent range, suggests that the availability and quality of learning resources may need further improvement. Other indicators also reflected a high level of implementation. "I believe my involvement in the NLC positively influences student outcomes" (Mean = 4.17, SD = 0.563) emphasizes teachers' recognition of their vital role in learners' progress. Meanwhile, "I regularly assess students' progress during the NLC and provide timely interventions" (Mean = 3.89, SD = 0.761) indicates a need to strengthen monitoring systems and response mechanisms to better support learners. The indicator "I feel well-equipped to support students in their learning during the NLC" (Mean = 3.58, SD = 0.690) points to a moderate level of teacher preparedness, suggesting opportunities for professional development and improved instructional support.

Overall, with a mean rating of 3.95 (SD = 0.311), teachers perceive learners' overall performance during the NLC to be at a high extent. These findings align with existing research that emphasizes the complex relationship between educational resources and student achievement. For instance, Hanushek (2023) notes that while school resources alone may not consistently predict performance, their strategic allocation—especially when paired with effective teaching and supportive environments—can significantly enhance learning outcomes.

Table 11. *Test of significant relationship between the extent of practices in the School Learning Camp implementation and the learners' performance as perceived by teachers.*

Variable	r	p-value	Interpretation
Learning Camp Volunteer	.274	.003	Significant
Learner Participation	.540	.000	Significant
School Provision and Supplies Materials	-.312	.001	Significant
Parental Support	.609	.000	Significant
Overall	.602	.000	Significant

Table 11 presents the correlation results between various aspects of School Learning Camp (SLC) implementation and learners' performance as perceived by teachers. Notably, Learner Participation ( $r = 0.540$ ,  $p = 0.000$ ) and Parental Support ( $r = 0.609$ ,  $p = 0.000$ ) exhibit the strongest positive correlations, underscoring the crucial role of active student engagement and family involvement in enhancing academic outcomes. The overall correlation ( $r = 0.602$ ,  $p = 0.000$ ) further affirms the collective impact of these implementation factors on student performance, leading to the rejection of the null hypothesis.

While Learning Camp Volunteer participation also shows a significant positive correlation ( $r = 0.274$ ,  $p = 0.003$ ), its effect is more modest. Interestingly, School Provision and Supplies of Materials is negatively correlated with learner performance ( $r = -0.312$ ,  $p = 0.001$ ), suggesting that limitations or inconsistencies in resources may hinder student outcomes, or possibly that greater resource concerns are observed in contexts where performance struggles are already present.

These findings align with previous research emphasizing the influence of parental engagement. A meta-analysis by Fan and Chen (2021) reported a substantial positive relationship between parental involvement and academic achievement. Similarly, McNeal (2014) found that parental participation positively affects student achievement, with student attitudes and behaviors serving as mediating factors. These findings support the strong correlation identified in Table 11 between parental support and learner performance, highlighting the importance of fostering partnerships between schools and families to improve educational outcomes.

## Conclusions

The study concludes that the implementation of School Learning Camps in Lantapan East District shows very high levels of involvement from volunteers, active participation from students, and strong parental support, indicating significant engagement from these key stakeholders. However, the moderate rating for the provision of supplies and materials points to the need for better resource management and allocation. Teachers believe that the SLCs have a highly positive impact on students' academic achievement, engagement, motivation, and social behavior, confirming that the program effectively supports student development in multiple areas.

The positive relationships observed between most SLC practices and students' performance are consistent with established theoretical frameworks, including Systems Theory, Bronfenbrenner's Ecological Systems Theory, and Social Capital Theory. These theories emphasize how various components of the educational system—such as volunteers, parents, and resources—work together to influence student outcomes. The negative relationship between resource provision and student performance suggests that the current methods for allocating resources may need to be reconsidered.

Overall, the SLC implementation in Lantapan East District is proving effective in enhancing student performance, but there is a need for targeted improvements in how resources are provided and managed to further boost the program's impact.

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