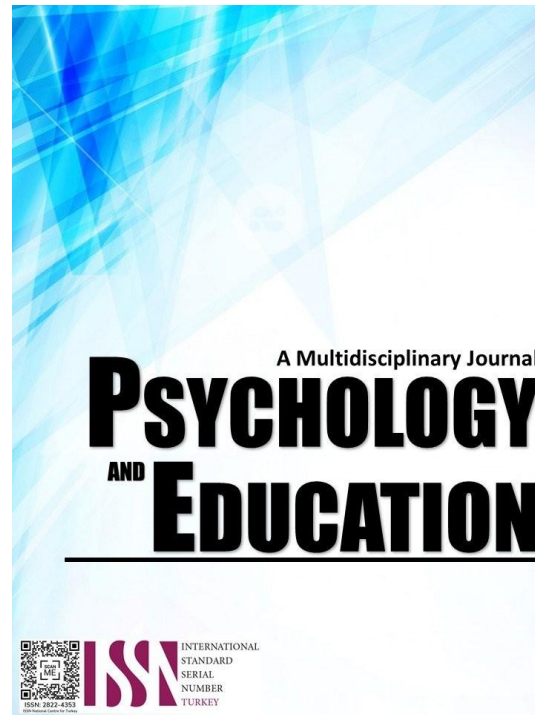


EFFECT OF THE NATIONAL LEARNING CAMP (NLC) ON JUNIOR HIGH SCHOOL LEARNERS' NUMERACY AND LITERACY OUTCOMES



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Effect of the National Learning Camp (NLC) on Junior High School Learners' Numeracy and Literacy Outcomes

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Abstract

This study used both quantitative and qualitative methods to analyze the impact of the National Learning Camp (NLC) on literacy and numeracy achievement of junior high students in Pinamungajan District 2, Cebu. The research measured pre- and post-test results, which showed meaningful increases in both subjects, proving the NLC's effectiveness as a specialized educational program. The study analyzed the profiles of teachers and learners, examining age, gender, teaching duration, and training, to determine how these factors impact program effectiveness. The students who started with minimal academic abilities experienced tangible progress in their academic results through the structured assistance provided during the camp. The study gathered qualitative data from interviews with teachers and classroom observations that showed their commitment to learning despite their administrative duties and resource limitations. Teachers stressed the critical need to develop positive learning spaces while they expressed their requirement for further professional learning opportunities. System-level enhancements would help the NLC achieve its goal of improving student learning outcomes. The study suggested two important recommendations: first, minimize the administrative work that teachers face, and second, develop flexible educational methods that address various learner requirements. The research demonstrated how continuous assistance serves both students and the educators who lead them.

Keywords: *National Learning Camp, numeracy, literacy, secondary learners*

Introduction

The educational system in the Philippines delivers quality basic education through an equitable approach, which provides culturally appropriate instruction while establishing safe environments that motivate students to complete both primary and secondary education with meaningful learning results. The Department of Education maintains its commitment to deliver cost-effective, quality technical and vocational, and tertiary education opportunities, which ensure that all learners can access education (Reyes & Santos, 2023). The educational system of the Philippines remains challenged by its students' inability to develop crucial skills despite ongoing reforms and stated objectives. The 2022 Programme for International Student Assessment (PISA) results showed that fewer than 25% of Filipino students achieved the basic proficiency level in math, reading, and science, which continues a pattern from previous years and demonstrates ongoing secondary-level learning deficiencies (Acido & Caballes, 2024).

National Learning Camps (NLCs) serve as a crucial educational intervention to boost basic literacy and numeracy among secondary students while enabling teachers to develop their teaching abilities through professional development and collaborative learning. There is a lack of research measuring the actual effectiveness of NLCs in achieving better academic results for students, despite their extensive implementation. The absence of proof about NLC effectiveness creates an essential knowledge gap since these interventions receive substantial funding (Hafeez, 2022). NLC assessment needs to be done so that educational leaders and decision makers can understand its value alongside possible modifications that would improve alignment with national educational standards.

This study aims to fill the research gap by evaluating how National Learning Camp participation affects junior high school students in Pinamungajan District 2, Cebu. The research measures student performance through pre-intervention tests and post-intervention assessments, and examines the learning camp experiences from both teachers and students.

The study investigates three questions regarding the effects of NLC participation on literacy and numeracy skills, as well as program success factors. The research evaluates student academic progress alongside teacher readiness and involvement and determines ways to improve program delivery.

The research examines these questions to expand Philippine educational knowledge about interventions and provides practical recommendations for learning camp improvements. Gara-Ancheta et al. (2024) stated that learning camp design improvements must be grounded in evidence-based research, and policy reform should be implemented for better program outcomes. The research demonstrates how NLCs provide equal learning support for students and produces recommendations to enhance future programs for better learner responsiveness and effectiveness.

The main goal of this study is to fully analyze how the National Learning Camp (NLC) influences the numeracy and literacy results of secondary students residing in Pinamungajan District 2, Cebu, during the 2023–2024 academic term. The evaluation focuses on both academic progress measurement and learning and teaching difficulties encountered during the camp. The study aims to generate practical findings that will inform the development of targeted learning approaches and educational policies, ultimately enhancing NLC's effectiveness and long-term sustainability as a vital educational intervention.

Research Questions

This study answered the following questions.

1. What are the demographic profiles of the learners and teachers involved in the NLC in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level (learners); and
 - 1.4. years of teaching experience (teachers)?
2. What are the learners' pre-test achievements in numeracy and literacy prior to participating in the National Learning Camp?
3. What are the learners' post-test achievements in numeracy and literacy following their participation in the National Learning Camp?
4. Is there a significant difference between learners' pre-test and post-test performances in numeracy and literacy?
5. What challenges did teachers and learners encounter during the implementation of the National Learning Camp?
6. Based on the study's findings, what learning plan can be developed to enhance the impact of the National Learning Camp on learners' numeracy and literacy skills?

Literature Review

Self-Concept and Academic Performance

Formal education continues to depend heavily on textbooks, but their unchanging format prevents them from meeting the changing needs of students. Game-based learning, together with gamification, provides flexible methods that enhance student motivation and participation levels. The educational application of game-like components, such as points and leaderboards, and badges, motivates students to actively participate and continue their learning process while completing tasks (University of Waterloo Centre for Teaching Excellence, 2023). Both game-based learning and gamification approaches support long-term motivation and deeper learning when implemented effectively, even though game-based learning uses actual games for instruction.

Curriculum reform debates currently focus on developing teaching methods that promote critical thinking and creativity alongside learner engagement, which are necessary for students to succeed in modern workplaces. Games serve as effective learning tools because they enhance memory capabilities, attention control, and cognitive flexibility (Smith & Tan, 2022). Research now establishes that interactive learning is combined with social interaction.

The Department of Education released an official statement in 2023 that mandates that all school divisions provide fair access to the NLC. The program provides individualized help together with accommodations that establish a secure learning space for students with diverse needs (Singh, 2024). The camp employs an integrative approach through sports, arts, leadership, and cultural enrichment to build cognitive, emotional, and physical competencies, which prepare students to succeed academically and handle real-life situations (Mindgroom Education Initiative, 2023).

The NLC follows worldwide educational patterns by focusing on the acquisition of 21st-century competencies, which include critical thinking along with creativity, communication, collaboration, and digital literacy. The camp includes project-based learning, technology integration, and innovation-focused activities to embed these principles in its design (Sithu, 2021). Research demonstrates that building strong literacy and numeracy abilities at the start of education plays a major role in determining academic performance, together with problem-solving skills throughout a student's academic journey (Lopez & Rivera, 2023).

The concept of literacy now encompasses various essential skills, including reading abilities, writing skills, information evaluation capabilities, and the ability to communicate ideas effectively in different settings. Through literacy, learners develop the ability to excel in academic settings and actively participate in society, according to Torres and Del Rosario (2022). The NLC serves as an important educational resource that addresses Philippine literacy and numeracy problems by creating accessible learning pathways for every student.

Methodology

Research Design

This research employed a mixed-methods approach with parallel data collection to investigate the effect of the National Learning Camp (NLC) on junior high school student literacy and numeracy abilities in Pinamungajan District 2, Cebu. The selected research approach enabled the simultaneous collection of numerical data alongside participant observations to provide a comprehensive assessment of program effectiveness (Creswell & Plano Clark, 2018). The research combined standardized test results with teacher-student feedback to assess both program effectiveness and its classroom impact (Fetters et al., 2013).

The study employed a quasi-experimental design for its quantitative research, which measured student competencies through pre- and post-program assessments without randomizing participants into groups. Researchers used this method because it provides a workable solution for authentic educational environments yet enables detection of distinct performance variations (Shadish, Cook, & Campbell,

2002). The research evaluated the literacy and numeracy skills of 40 students by administering pre-tests and post-tests and analyzing their score advancements.

The researcher collected qualitative data from students and teachers using surveys, which provided feedback about their learning experiences. The qualitative data collection enabled researchers to discover what aspects of the program worked well alongside the obstacles participants encountered and their perceptions of the learning setting. The qualitative data adds crucial context to numerical data by revealing human experiences during the intervention (Merriam & Tisdell, 2016). The data serves to determine which students experienced progress and which students encountered difficulties.

When researchers combine qualitative findings with quantitative data during analysis, they create a method to verify results and enhance study outcomes (Johnson, Onwuegbuzie, & Turner, 2007). Test results provided evidence of learning, while personal insights revealed explanations behind those results. The mixed research methodology produced a more reliable understanding of National Learning Camp effectiveness, which demonstrated the value of combining methods for educational program evaluation (Creswell, 2014).

Respondents

The study gathered data through junior high school learners, together with classroom teachers, to assess the National Learning Camp (NLC) performance in Pinamungajan District 2, Cebu. These respondents were selected to ensure a holistic understanding of the program's impact from both the learner and educator perspectives.

The quantitative component of the study analyzed 40 junior high school learners who represented Grades 7 to 10. These students were selected using random sampling, which helped ensure objectivity and minimize selection bias.

The sample size of 40 learners was determined by considering the total student population participating in the NLC across the district, and it included students from different grade levels and genders, along with various learning needs. The quantitative analysis used the students' pre-test and post-test scores in literacy and numeracy to measure academic progress after the intervention.

The qualitative part of this study involved 9 teachers who handled classroom teaching during the NLC sessions. The selection process for these teachers used purposive sampling because their direct exposure to the program delivery and student reactions to teaching methods proved necessary. The identical 40 students who participated in the quantitative section became part of the qualitative data collection because their individual experiences, along with learning outcomes and camp obstacles, needed deeper analysis.

Instrument

To understand the impact of the National Learning Camp (NLC) on students' reading and math skills, we employed a combination of standard tests and context-specific tools. We gathered both numbers and stories to get a full picture.

Quantitative Instruments

Two standardized assessment tools were used to measure academic performance:

Philippine Informal Reading Inventory (Phil-IRI). The Phil-IRI, developed by the Department of Education (DepEd), is an informal reading assessment tool consisting of graded reading passages and comprehension questions designed to identify students' independent, instructional, and frustration reading levels. It was administered twice during the school year: as a pre-test before the NLC intervention and as a post-test afterward. The instrument has been widely adopted and refined to ensure validity and reliability in measuring reading skills across various grade levels (Phil-IRI Resource Learning Package, 2022–2023).

Enhanced Regional Unified Numeracy Test (E-RUNT). The E-RUNT is a regionally developed tool used to assess foundational numeracy competencies among learners from Grades 1 to 11. It measures proficiency in the four fundamental operations—addition, subtraction, multiplication, and division—as well as number sense and basic problem-solving. Like the Phil-IRI, the E-RUNT was administered as both a pre-test and post-test to evaluate progress attributable to the NLC. This tool, standardized and validated by DepEd Region VII (Regional Memorandum No. 827, s. 2022), is widely implemented in regional schools to track numeracy development (DepEd Region VII, 2022).

Quantitative data were analyzed using SPSS version 17 (IBM Corp, 2008), applying descriptive statistics and inferential tests to identify significant changes in learner outcomes.

Qualitative Instruments

Structured survey questionnaires were designed for both teachers and learners to gather qualitative data on their experiences with the NLC. The questionnaires included open-ended questions to allow participants to express detailed insights regarding the program's effectiveness and encountered challenges.

In addition, both teachers and learners were asked to rank challenges related to the NLC on a scale from 1 to 7, where 1 represented the most significant challenge and seven the least significant. This ranking activity provided quantitative insight into perceived difficulties from both perspectives.

Procedure

The data collection process in this study followed a systematic and well-coordinated series of steps to ensure accuracy, ethical compliance, and the reliability of the information gathered. The procedure was implemented during the School Year 2023–2024 in Pinamungajan District 2, Cebu, and involved both learners and teachers who participated in the National Learning Camp (NLC).

Prior to data collection, the researcher prepared a formal request for approval to conduct the study. Letters of permission were submitted to the Public Schools District Supervisor of Pinamungajan District 2 and the respective school principal. These communications outlined the purpose of the study, the methods of data collection, and assurances of confidentiality and voluntary participation.

Once approval was granted, the researcher conducted a short orientation session with both learners and teachers. This session aimed to explain the objectives of the study, the nature of the National Learning Camp, and the relevance of their participation. Participants were assured that their responses would be treated with strict confidentiality and that they could withdraw at any point without consequence.

After the orientation, printed copies of the questionnaires were personally distributed to the respondents. These included both pre-test and post-test instruments for literacy and numeracy assessments, as well as survey questionnaires designed to gather qualitative feedback on the participants' experiences. Instructions were clearly provided to avoid misunderstanding or confusion.

Once the respondents completed the questionnaires, the researcher collected the forms immediately to prevent loss or tampering and to maintain the integrity of the data. This immediate retrieval also ensured that any clarifications could be addressed on the spot, minimizing potential errors in response.

Data Analysis

To comprehensively understand the effect of the National Learning Camp, the study employed both quantitative statistical analysis and qualitative thematic analysis.

Quantitative Analysis

Numerical data from the pre-test and post-test assessments in literacy and numeracy were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 17. The following statistical methods were used:

Weighted Mean: This was used to determine the average scores of learners before and after the intervention.

Paired t-test: This test was employed to determine whether the observed differences in learners' pre-test and post-test scores were statistically significant (Field, 2018).

These statistical treatments allowed for a data-driven assessment of the NLC's effectiveness in improving student academic performance.

Qualitative Analysis

For the qualitative phase, responses from open-ended survey questions were reviewed and analyzed thematically. Common themes, recurring challenges, and perceptions of both learners and teachers were identified using an inductive coding process, in line with the procedures outlined by Creswell and Creswell (2023). This analysis offered nuanced insights into the contextual and experiential dimensions of the NLC.

Mixed-Methods Integration

Following the convergent parallel mixed-methods design, both quantitative and qualitative data sets were merged during the interpretation phase. The numerical results provided evidence of measurable academic improvement, while the qualitative responses explained how and why those improvements occurred—or, in some cases, were limited.

As Creswell and Creswell (2023) note, this integration enhances the validity, depth, and applicability of findings in mixed-methods research by triangulating different types of data.

Ethical Considerations

The study was conducted with a strong emphasis on safeguarding the rights and well-being of all participants. From the outset, students, along with their parents or guardians and teachers, were provided with complete and clear information regarding the study's objectives, procedures, potential benefits, and possible risks. This ensured informed decision-making prior to participation. Confidentiality of personal information was strictly maintained, with all identifiable details anonymized or coded to protect individual identities. Access to the data was restricted, and the information was used solely for the purposes outlined in the research. Participation in the study was entirely voluntary, with individuals free to withdraw at any stage without fear of negative consequences. Efforts were made to minimize any risks or discomfort, and all procedures were carried out with care to avoid physical, emotional, or social harm. Any concerns or discomfort expressed by participants were addressed promptly to ensure safety and well-being. The research was approved by the Department of Education and the local school authorities in Pinamungajan District 2, in full compliance with established ethical

standards. In disseminating the findings, results were presented in aggregate form to protect individual identities. The study was conducted with respect for local culture, traditions, and community values, ensuring fair, unbiased, and considerate treatment of all participants.

Results and Discussion

The Profile of the Teachers

Table 1. *Age and Gender of the Teachers*

Indicator/s	Male	Female	f	%
For Teachers:				
41 and above		1	1	11.11
36-40 year old		1	1	11.11
31-35 year old	2	2	4	44.44
26-30 year old	2	1	3	33.33
Total:	4	5	9	99.99

Table 1 shows the age and gender distribution of the teachers in the study. Most teachers are aged between 26 and 35 years, with 44.44% in the 31-35 age group and 33.33% in the 26-30 age group. There are fewer teachers in the older age ranges, with only one teacher each in the 41 and above and 36-40 categories. Gender-wise, the distribution is balanced, with four male and five female teachers.

Table 2. *Number of Years in Teaching and Highest Educational Attainment of the Teachers*

Indicators	With Doctorate Degree	With Doctorate Degree Units	With Masters Degree	With Masters Degree Units	f	%
20 year and above	0	0	0	1	1	11.11
10 – 19 years	0	0	2	3	5	55.56
9 years and below	0	0	1	2	3	33.33
Total:	0	0	3	6	9	100

Table 2 shows the number of years in teaching and the highest educational attainment of the teachers. The data reveals that none of the teachers hold a doctorate degree or doctorate units, but several have a master's degree or are pursuing a master's degree. Among the teachers, 55.56% have 10-19 years of teaching experience, with 33.33% having 9 years or less, and 11.11% have 20 years or more.

Table 3. *Relevant Trainings/Seminar Attended*

Indicators	3	2	1	f	%
5 days and above	4	0	0	4	44.44
3-4 days	3	0	0	3	33.33
1-2 days	2	0	0	2	22.22
None	0	0	0	0	0
Total:	9	0	0	9	99.99

Table 4 presents the number of days of relevant training or seminars attended by the teachers. The data shows that 44.44% of the teachers attended training sessions lasting 5 days or more, while 33.33% attended seminars lasting 3-4 days, and 22.22% participated in training for 1-2 days. None of the teachers reported attending any relevant training or seminars.

The Profile of the Learners

Table 4. *The Age and Gender of the Learners*

Indicator/s	Male	Female	f	%
Learners' Age:				
16 years Old	5	4	9	22.50
15 years Old	6	6	12	30
14 years Old	4	6	10	25
13 years Old	5	4	9	22.50
Total:	20	20	40	100

Table 4 presents the age and gender distribution of the learners participating in the National Learning Camp. The learners' ages range from 13 to 16 years old, with a relatively balanced representation between males and females, each group consisting of 20 learners. The most significant number of learners falls within the 15-year-old age group, comprising 30% of the total learners, while other age groups, such as 16 and 14 years old, represent 22.50% and 25%, respectively.

Table 5 shows the distribution of learners across different grade levels (Grade 7 to Grade 10) and the type of Learning Camp they attended. The data reveals that the largest group of learners (45%) participated in the Intervention camp, followed by 32.50% in the Consolidation camp and 22.50% in the Enhancement camp. The grade-level distribution is even, with each grade having 10 learners in total, ensuring balanced participation across the four grade levels.

Table 5. *Grade Level of the Learners and Learning Camp*

Indicators	G7	G8	G9	G10	f	%
Learning Camp						
Enhancement	2	3	2	2	9	22.50
Consolidation	2	2	4	5	13	32.50
Intervention	6	5	4	3	18	45
Total:	10	10	10	10	40	100

Pre-Test Scores of Learners in Numeracy

Table 6 presents the pre-test scores in numeracy for learners across Grades 7 to 10. The highest proportion of students scored between 0-9 (40%), with the next largest group scoring between 10-19 (30%). Fewer students achieved higher scores, with only 20% scoring between 36 and 40, and the rest distributed in lower score ranges.

Table 6. *Pre-Test Scores in Numeracy*

Indicators	G7	G8	G9	G10	f	%
Scores						
36-40	1	2	2	3	8	20
30-35	4	5	3	4	16	40
20-29	3	2	4	3	12	30
10-19	2	1	1	0	4	10
0-9	0	0	0	0	0	0
Total:	10	10	10	10	40	100

Pre-Test Scores of Learners in Literacy

Table 7 presents the pre-test scores in literacy for students across Grades 7 to 10. A significant portion of students (57.5%) scored between 0 and 3, indicating that the majority had limited literacy skills prior to the camp. The remaining students were more evenly distributed between the 4-5 score range (23%) and the highest score range of 6-7 (17.5%).

Table 7. *Pre-Test Scores in Literacy*

Indicators	G7	G8	G9	G10	f	%
Scores						
6-7	2	1	2	2	7	17.5
4-5	5	6	5	7	23	57.5
0-3	3	3	3	1	10	25
Total:	10	10	10	10	40	100

Post-Test Scores of Learners in Numeracy

Table 8 presents the post-test scores in numeracy for students across Grades 7 to 10. The data reveals a marked improvement in students' performance, with 60% of students scoring in the 36-40 range, indicating a significant increase in numeracy skills after the National Learning Camp. A small portion of students still scored in the lower ranges, with only 7.5% scoring between 0-9.

Table 8. *Post-Test Scores in Numeracy*

Indicators	G7	G8	G9	G10	f	%
Scores						
36-40	6	5	6	7	24	60
30-35	4	5	3	1	13	32.50
20-29	0	0	1	2	3	7.5
10-19	0	0	0	0	0	0
0-9	0	0	0	0	0	0
Total:	10	10	10	10	40	100

Post test Scores of Learners in Literacy

Table 9 presents the post-test scores in literacy for students across Grades 7 to 10.

Table 9. *Post Test Scores in Literacy*

Indicators	G7	G8	G9	G10	f	%
Scores						
6-7	8	9	10	10	37	92.50
4-5	2	1	0	0	3	7.50
0-3	0	0	0	0	0	0
Total:	10	10	10	10	40	100

A remarkable 92.50% of the students scored between 6 and 7, showing a significant improvement in their literacy skills after attending the National Learning Camp. Only a small percentage, 7.50%, scored between 4 and 5, and no students scored in the 0-3 range.

Test for the Significant Difference Between the Learners' Pre-Test and Post-Test Performances in Numeracy

Table 10. *Significant Difference Between the Learners' Pre-Test and Post-Test Performances in Numeracy*

Perception of the Respondents	Pre-Test Scores		Post-Test Scores		Computed T-value	Critical t-value α 0.05 two-tailed test	Decision
	N=40		N=40				
	X1	SD1	X2	SD2			
	29.975	6.4787	36.075	3.0667	-5.375	± 2.00	Reject H0

As shown in Table 10, the significant difference between learners' pre-test and post-test performances in numeracy indicates that the National Learning Camp (NLC) effectively enhanced students' mathematical skills. The pre-test scores averaged at 29.975 with a standard deviation of 6.4787, while the post-test scores rose to 36.075 with a standard deviation of 3.0667, demonstrating a notable improvement. The computed t-value of -5.375, which exceeds the critical t-value of ± 2.00 , leads to the rejection of the null hypothesis, confirming that the NLC had a statistically significant positive impact on learners' numeracy.

Test for the Significant Difference Between the Learners' Pre-Test and Post-Test Performances in Literacy

Table 11. *Significant Difference Between the Learners' Pre-Test and Post-Test Performances in Literacy*

Table 11. Significant Difference Between the Learners' Pre-Test and Post-Test Performances in Literacy							
Perception of the Respondents	Pre-Test Scores		Post-Test Scores		Computed T-value	Critical t-value α 0.05 two-tailed test	Decision
	N=40		N=40				
	X1	SD1	X2	SD2			
	4.175	1.5002	6.45	0.7143	-3.62	± 2.179	Reject H0

The data presented in Table 11 indicates a significant difference between learners' pre-test and post-test performances in literacy, with pre-test scores averaging 4.175 and post-test scores rising to 6.45. The computed t-value of -3.62 exceeds the critical t-value of ± 2.179 , leading to the decision to reject the null hypothesis (H0). This result suggests that the National Learning Camp had a positive and statistically significant impact on the literacy skills of the learners involved.

The Challenges that Teachers Faced During National Learning Camp

Table 12. *The Challenges that Teachers Faced During National Learning Camp*

Challenges faced by the teachers in conducting NLC	Rank
Many Reports to prepare and submit	1
Many requirements to claim service credits	2
Reading skills of learners	3
Lesson Plan	4
Module Preparation	5
Attendance of Learners	6
Inappropriate Materials	7
Provisions of snacks and lunch	0

The data reveals that the most significant challenge faced by teachers during the National Learning Camp (NLC) was the large volume of reports they had to prepare and submit, ranked highest. This suggests that the administrative workload may have been overwhelming for the educators, potentially detracting from their ability to focus on teaching. Other challenges, such as learner attendance, inappropriate materials, and the need to fulfill service credit requirements, also posed notable difficulties but were ranked lower.

The Challenges that Learners Faced During National Learning Camp

Table 13. *The Challenges that Learners Faced During National Learning Camp*

Challenges faced by the teachers in conducting NLC	Rank
Reading skills are below average level	1
Too many activities to comply Numeracy skills are below average level	2
Consistency of attendance	3
Not engaging NLC Materials	4
Too many activities to comply	5
Weather conditions	6
Distance from the school/transportation	7

The data reveals that the biggest challenge learners faced during the National Learning Camp (NLC) was struggling with below-average reading skills, which ranked as the most significant obstacle. This suggests that many students had difficulty with basic literacy, preventing them from fully engaging with the camp's learning activities. Similarly, below-average numeracy skills were also a concern, pointing to gaps in foundational academic skills that impacted their overall experience.

The study found that the National Learning Camp (NLC) had a significant impact on Grade 7 students in Pinamungajan District 2.

When looking at the numbers, there were clear improvements in both math and reading skills after the camp, especially in numeracy, where many students moved up to higher levels. This suggests that the NLC did a good job of filling in some of the basic gaps in learning, especially for those who took part in the Intervention Camp. Most of the learners were around 15 years old, with about half being boys and half girls. They had different academic needs, but the organized support from the camp helped them make noticeable progress.

Table 14. *Insights into the Implementation and Effectiveness of the National Learning Camp*

Theme	Description	Emerging Patterns	Illustrative Quotes / Insights
Teacher Commitment	Teachers demonstrated strong dedication despite challenges	Willingness to extend hours, multitask, and innovate	"We stayed after class to tutor students who were struggling."
Administrative Burden	Excessive paperwork and reporting requirements distracted from teaching	Frequent mention of overload, ranked as top challenge	"The reports are so many that we had less time to focus on the actual teaching."
Learner Engagement	Learners showed interest but had difficulties with basic skills	Engagement was high when activities were hands-on and contextualized	"Students were eager but struggled even with simple instructions."
Low Foundational Skills	Students lacked basic literacy and numeracy, which limited participation	Most evident among those in the Intervention camp	"Many can't read well, so it's hard to move to higher-level tasks."
Logistical Constraints	Transportation, weather, and material shortages impacted attendance and delivery	More common in remote areas or during rainy days	"Rainy days really affect attendance — some walk several kilometers."
Positive Impact of NLC	Teachers observed improvement in student confidence and performance	Stronger performance in post-tests aligned with teacher perceptions	"After the camp, their confidence grew, especially in math."
Recommendations	Suggestions to improve future NLC implementation	Align materials to student levels, reduce admin load, better resources	"Simplify the modules, lessen admin work, and give incentives."

Based on interviews with teachers and on-the-ground observations, a few main themes really stood out, giving us some great insights into how the National Learning Camp (NLC) is going and how effective it's been. One biggie was how committed the teachers are. Despite all the challenges they face, they show a lot of dedication to their students. Many are willing to put in extra hours, offer one-on-one tutoring, and tweak their teaching approaches to help students succeed. That really made a difference in how well students did throughout the camp. On the flip side, teachers also shared some frustrations. A major issue was the extensive admin work – the paperwork and reporting tasks often took up so much time and energy that they had less time to actually prep and teach. This really emphasizes the need to cut back on non-teaching chores so teachers can focus more on what they do best: teaching.

When it comes to engaging learners, most students seemed genuinely interested and eager to participate, especially when activities were hands-on and related to real-life situations. That said, their involvement was often limited by their basic skills, particularly in reading and math. This was especially clear for those in the Intervention Camp, emphasizing the need for more customized teaching resources and targeted support. Teachers shared that many students struggled to follow even simple instructions due to their weak reading abilities, making it harder for them to engage in learning fully. On top of that, logistical issues like poor transportation, bad weather, and a lack of suitable learning materials created challenges, especially in more isolated areas. These challenges highlight the importance of improving access and ensuring sufficient resources for future program planning. Even with all these obstacles, teachers noticed some pretty encouraging results from the NLC. Students became more confident and performed better, especially in math. This aligns with the post-test scores, which show real progress, proving that the NLC is a useful tool for helping students catch up and improve their skills.

Finally, the teachers shared some ideas on how to make the program better. They suggested aligning the teaching materials more closely with the learners' capabilities, reducing administrative tasks, providing better resources, and offering some good incentives. These suggestions really show that the teachers understand what's needed to improve the program and keep it going strong.

The National Learning Camp (NLC) achieved significant results in helping students improve their reading and math skills. The numbers speak for themselves: post-test scores jumped from an average of about 30 to around 36 for math, and reading scores went from roughly 4.2 to 6.5—both major improvements. Teachers also noticed these changes firsthand, saying students seemed more confident and were making solid progress. You could especially see this in the Intervention camp, where students with the most challenges really started to catch up. All in all, the data lines up perfectly with what the teachers saw, showing that the camp's focus on building those basic skills really paid off.

The teachers' profiles showed that they were a pretty qualified and experienced bunch, mostly with 10 to 19 years of teaching under their belts and either pursuing or holding master's degrees. Despite their dedication to the students, they faced significant challenges, particularly with numerous administrative tasks that diverted time from teaching. On the students' side, issues such as weak foundational skills, inconsistent attendance, and external factors like transportation and weather made it harder for them to stay engaged and participate fully. These operational obstacles held back the program's overall effectiveness and emphasize needing some structural changes. In addition, while teachers had access to relevant training, they emphasized needing more straightforward, context-specific

professional development that really fits their classroom realities. Putting together both the numbers and the stories gives us a clearer picture of how the NLC is making a difference—improving learner outcomes but also showing us where improvements are needed. To maintain the good results and grow the program, we'll need to reduce unnecessary admin work, ensure teaching materials meet learner needs, and provide more targeted support to teachers.

Conclusions

The findings of the study indicated that the National Learning Camp (NLC) had a significant positive impact on the literacy and numeracy skills of secondary students in Pinamungajan District 2, as reflected in improved test scores. The provision of targeted academic support effectively contributed to addressing learning gaps. Teacher involvement was identified as a critical factor, with prior training equipping them with the necessary confidence and instructional strategies to facilitate effective learning during the program. Despite these positive outcomes, the study also highlighted areas requiring improvement. Teachers reported being burdened with administrative tasks, which limited the time available for direct instruction. Additionally, some students continued to struggle with foundational skills, suggesting the need for earlier intervention. To enhance the effectiveness of the NLC, recommendations include streamlining administrative processes for teachers, adapting instructional materials to accommodate diverse learner needs, and addressing logistical concerns such as transportation. Implementing these improvements may further strengthen the program's capacity to support student growth and expand access to quality education.

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