



National Learning Camp Program in the Enhancement of Learning

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Abstract. This study explored the implementation of the National Learning Camp (NLC) Program and its effectiveness in enhancing students' literacy and numeracy skills in selected public elementary schools in the Division of Bohol. Anchored on DepEd Order No. 14, s. 2023, the research focused on the preparations, initiatives, and challenges encountered by school principals and teachers during the NLC's implementation. It also examined the perceived impact of the program on student learning and identified recommendations to strengthen the initiative. Using a descriptive qualitative design, the study gathered data through semi-structured interviews and focus group discussions with 9 school principals and 27 teachers from nine participating schools. The findings revealed that the NLC contributed significantly to bridging learning gaps and improving student engagement, comprehension, and academic performance. Preparatory measures such as strategic planning, stakeholder orientations, and resource allocation were essential in ensuring smooth program delivery. Teachers highlighted the effectiveness of differentiated instruction and activity-based learning, while school leaders emphasized collaborative leadership and external partnerships. However, challenges such as limited instructional materials, high teacher workloads, inconsistent student attendance, and budget constraints were also identified. Despite these, schools implemented adaptive strategies, community engagement efforts, and internal innovations to sustain program outcomes. The study concluded that while the NLC is an effective remedial intervention, its success depends on improved planning, continuous teacher training, resource support, and strengthened monitoring mechanisms. The findings offer valuable insights for the Department of Education, school administrators, and future researchers in shaping and sustaining evidence-based interventions aimed at improving foundational student skills and reducing learning disparities in Philippine public education.

Keywords: *National Learning Camp, literacy, numeracy, differentiated instruction, educational interventions*

INTRODUCTION

Education is a key driver of individual and national development, equipping individuals with essential skills to thrive in a competitive world. Literacy and numeracy are fundamental competencies that form the foundation for lifelong learning and academic success. However, despite the universal recognition of education's importance, learning outcomes in the Philippines continue to lag behind global expectations. International assessments, such as the Program for International Student Assessment (PISA), have consistently ranked Filipino students among the lowest in reading, mathematics, and science (OECD, 2019). This gap highlights systemic challenges such as inadequate teacher training, insufficient resources, and socio-economic disparities (UNESCO, 2022).

Weak foundational skills have long-term implications, affecting students' academic performance, employment prospects, and economic stability (Hanushek & Woessmann, 2020). Without early

interventions, learning deficiencies persist, creating a cycle of disadvantage that extends to future generations. Heckman (2019) emphasizes the importance of early educational investments in shaping long-term academic and economic outcomes. Addressing these challenges requires evidence-based strategies, including curriculum reforms, enhanced teacher training, and targeted interventions for struggling learners (Slavin, 2021). Student assessments play a crucial role in identifying learning gaps and informing instructional strategies. In the Philippines, the Department of Education (DepEd) has launched initiatives such as the National Learning Camp (NLC) to address these gaps. The NLC provides targeted support to struggling students through interactive lessons, personalized tutoring, and hands-on learning experiences. Its primary goal is to strengthen literacy and numeracy skills, ensuring students meet essential learning standards.

Globally, organizations such as UNESCO and the OECD recognize literacy and numeracy as essential for reducing poverty, improving health, and fostering economic development. International assessments, including PISA and the Trends in International Mathematics and Science Study (TIMSS), highlight the urgent need for educational reforms in the Philippines. Addressing these issues is critical to ensuring Filipino students can compete internationally and access opportunities for higher education and employment. This study aims to examine the effectiveness of the National Learning Camp in enhancing students' literacy and numeracy skills. By analyzing its implementation, challenges, and outcomes, the research will provide insights into its impact on student learning. Additionally, this study seeks to contribute to global discussions on educational interventions, offering evidence-based recommendations for improving and scaling similar programs. The findings will inform policy decisions and contribute to a growing body of research on effective educational strategies. By strengthening foundational education, the Philippines can bridge learning gaps, improve student outcomes, and enhance national competitiveness in the global landscape.

Research Questions

The study aimed to examine the implementation of the National Learning Camp Program in enhancing students' learning outcomes, specifically in terms of literacy and numeracy skills. The research explored the following key questions:

1. What are the school principals' or school heads' preparations for their school's National Learning Camp (NLC)?
2. What are the school principals' or school heads' initiatives in implementing NLC?
3. What are the perceived impacts of NLC on student learning as perceived by both school principals and teachers?
4. What are the challenges encountered by the teachers, school principals or school heads?
5. What are the respondents' recommendations to strengthen the National Learning Camp (NLC)?
6. What enhancement program can be proposed based on the study findings?

METHODOLOGY

Research Design

This study employed a descriptive qualitative design to deeply explore the experiences, perceptions, and challenges faced by key stakeholders, specifically school principals or school heads and teachers, regarding the implementation of the National Learning Camp in learning institutions. The study utilized purposive sampling to select participants, focusing on school principals or school heads and teachers who were familiar with and actively involved in implementing the National Learning Camp. Data collection methods included in-depth interviews and focus group discussions to gain comprehensive insights into the strategies, best practices, and difficulties encountered during the program's execution.

Individual interviews were undertaken to gather detailed insights into their experiences, perceptions, and challenges related to implementing the National Learning Camp (NLC). These interviews allowed the participants to share their unique perspectives on how the program impacts teaching practices, student learning, and overall school performance. Open-ended questions encouraged participants to elaborate on their thoughts, fostering a deeper understanding of the program's strengths and areas for improvement.

Moreover, focus group discussions (FGDs) were conducted with selected groups of teachers to facilitate a collaborative exploration of their collective experiences. This method provided an opportunity to identify common themes, best practices, and shared challenges across different learning institutions. The FGDs also allowed the researcher to capture the dynamic interactions and diverse viewpoints among participants,

enriching the data gathered. To complement these methods, document analysis was utilized to review program materials, reports, and evaluation data related to the NLC. This provided context and additional evidence to triangulate findings from the interviews and focus group discussions, ensuring a comprehensive analysis of the program's implementation and outcomes. The study's descriptive qualitative design enabled the researcher to generate a nuanced understanding of the National Learning Camp's role in enhancing learning, offering valuable insights that could inform future policy decisions, program improvements, and educational practices. By capturing teachers' lived experiences and reflections, the research sought to contribute to the growing body of knowledge on effective educational interventions in the Philippine context.

Research Environment

The study was conducted across public elementary schools in the province of Bohol. These educational institutions were selected based on their participation in the National Learning Camp (NLC) program and their documented learning performance metrics over the past academic years. Schools were chosen to represent diverse socioeconomic contexts, student populations, and geographic locations, ensuring a comprehensive understanding of the program's impact across varying educational settings. The province of Bohol provided a unique backdrop for this research due to its mix of urban and rural schools, enabling the study to explore how the NLC program addressed learning gaps in different contexts.

Additionally, Bohol's public elementary schools were known for their active engagement in DepEd initiatives, making them ideal settings to evaluate the implementation and outcomes of the NLC program. Classrooms and other facilities within the selected schools served as the primary environments for observing teaching strategies, assessing student learning outcomes, and collecting data on program implementation. Teachers, students, and administrators from these schools participated, contributing valuable insights into the effectiveness of the National Learning Camp program in enhancing learning.

Research Respondents

The study covered school principals or school heads and teachers across elementary schools in the province of Bohol. A total of 9 school principals or school heads and 27 teachers participated, providing insights and experiences regarding the implementation of the National Learning Camp (NLC), as detailed in the accompanying table. Regarding data saturation as a rule in qualitative research, which was originally applied in grounded theory research, this study relied on the authority of Creswell (1998), who said that two to ten participants for the qualitative research study are sufficient to reach data saturation (as cited by Boyd, 2001).

Distribution of Respondents

CD	Name of school	School Principals/ School Heads	Teachers
1	Cortes Central Elementary School	1	3
	Maribojoc Central Elementary School	1	3
	Balilihan Central Elementary School	1	3
2	Talibon Central Elementary School	1	3
	Trinidad 1 Central Elementary School	1	3
	Ubay Central Elementary School	1	3
3	Garcia Hernandez Central Elementary School	1	3
	Jagna Central Elementary School	1	3
	Duero Central Elementary School	1	3
Total		9	27

A pre-survey was conducted upon receiving approval from the respective school principals or heads at the selected schools to identify eligible participants. Participants were provided with a consent form outlining the study's purpose, procedures, and ethical considerations. Upon obtaining their informed consent, interview schedules will be arranged in collaboration with the participants to ensure their convenience and adherence to ethical standards. The respondents determined the interview mode by considering factors such as accessibility and availability. Participation in the study was entirely voluntary. Participants were explicitly informed that no financial or material incentives would be offered. They were informed that they

retain their right to skip any questions they find uncomfortable without any obligation or penalty. Additionally, they may withdraw from the study at any time without facing any repercussions.

Given the study's focus on exploring perspectives on implementing the National Learning Camp (NLC), participants comprised only the school principals or heads and teachers with direct experience with the NLC program. Morse (1994) recommends a minimum of six participants for qualitative research, while Creswell (as cited in Mason, 2010) suggests a range of five to twenty-five participants. Many researchers further advocate for a sample size of 10 to 15 participants. Guided by these recommendations and the principle of data saturation in qualitative research, as established in grounded theory and supported by Creswell (1998), this study will adopt a sample size consistent with these scholarly traditions.

Research Instrument

The primary research instrument for this descriptive study was a semi-structured interview guide meticulously crafted to gather qualitative data from school principals or heads and teachers regarding their lived experiences and challenges in implementing the National Learning Camp (NLC). The interviews may be conducted either face-to-face or via phone, depending on what is most convenient and comfortable for the respondents. The guide will feature open-ended questions designed to encourage participants to share detailed insights into their perspectives, challenges, and strategies. These questions will align with the study's objectives and aim to explore key themes comprehensively. Prior to full implementation, the interview guide will undergo pilot testing with a small group of participants to ensure its clarity, relevance, and adequacy in capturing the intended data.

Data- Gathering Procedures

Phase 1: The first step was asking significant authorities for permission to conduct the study. First, the researcher asked permission from the Dean of the College of Education, Dr. Jean J. Roy, and the Vice President for Academic Affairs, Dr. Amie Rosarie C. Caballo. The researcher also sent a letter to the supervisor of Guindulman, Bohol, and the Division Superintendent OIC- Dr. Fay C. Luarez.

Phase 2: Prior to the interview, the respondents were asked to fill out an informed consent form and discuss the objectives of the research to ensure that their rights were not violated during the study.

Phase 3. The data gathered and obtained in the study were safely kept and held confidential, anonymous, and properly managed.

Data Analysis

The data analysis for this study was based on a descriptive phenomenological approach, which aimed to explore and describe the lived experiences of participants regarding the challenges in the implementation of National Learning Camp (NLC). The analysis will focus on identifying the core themes and essence of these experiences as expressed by school principals or school heads and teachers.

In line with phenomenological research practices, the researcher started the data analysis process with bracketing, a technique that helps to set aside any preconceived ideas, biases, or personal experiences related to the topic of National Learning Camp (NLC). This ensured that the analysis was grounded in the participants' perspectives rather than the researcher's assumptions. Personal biases or preconceptions that arose were documented during the study to ensure transparency.

Once data is collected through semi-structured interviews, the first step was the transcription. All audio or video recordings from the interviews and focus groups were transcribed verbatim to ensure accuracy. Following transcription, the researcher engaged in immersion by carefully reading and re-reading the data to become familiar with the participants' narratives and identify patterns and emerging themes. Next, significant statements or meaning units were extracted from the transcriptions. These phrases or sentences were directly related to the challenges participants face in implementing the National Learning Camp (NLC). The significant statements were then organized into initial themes representing common issues and concerns raised by the participants. These themes were developed based on the frequency and significance of the statements, aiming to reflect the core challenges encountered in implementing the National Learning Camp (NLC).

Following the identification of initial themes, the researcher clustered related themes into broader categories. This process involved grouping conceptually similar themes, allowing for a more organized and

concise data representation. Once the themes were organized and clustered, the researcher will begin to synthesize the findings and interpret them within the broader context of educational management. This step involved relating the identified challenges to existing theories and frameworks on the National Learning Camp (NLC) and its enhancement in learning.

Member checking was employed to enhance the credibility and validity of the findings. This process involves returning to a subset of participants with the emerging themes and interpretations to confirm that the analysis accurately reflects their experiences. Member checking helps ensure that the themes represent participants' lived realities, increasing the trustworthiness of the findings. The final stage of the analysis involved preparing a comprehensive report that presents the findings in a structured and coherent manner.

RESULTS AND DISCUSSION

Utilizing the descriptive method, the researcher systematically examined how the National Learning Camp (NLC) Program enhanced student learning across the three Congressional Districts within the Division of Bohol. Specifically, the study focused on the effectiveness of the NLC Program in its implementation in selected elementary schools, namely Maribojoc Central Elementary School, Cortes Central Elementary School, Balilihan Central Elementary School, Talibon Central Elementary School, Trinidad 1 Central Elementary School, Ubay Central Elementary School, Duero Central Elementary School, Jagna Central Elementary School, and Garcia-Hernandez Central Elementary School.

Table 1. Preparatory Measures for the Implementation of the National Learning Camp

Preparation Aspect	Preparatory Measures Taken
Implementation Planning	Conducted meetings with school heads and teachers to discuss NLC objectives, schedules, and roles. The school administrators and DepEd representatives conducted meetings with school heads and teachers to discuss NLC objectives, schedules, and roles. These sessions aimed to ensure a clear understanding of the program's goals, align implementation strategies with DepEd Order No. 14, s. 2023, and address any concerns regarding execution. Through these discussions, participants collaboratively planned instructional approaches, resource allocation, and assessment methods to optimize student learning outcomes.
Orientation for Stakeholders	Held orientation sessions for teachers, students, and parents through onsite meetings and online platforms.
Resource Allocation	Provided instructional materials, financial support, classroom facilities, and additional personnel.
Alignment with DepEd Order No. 14, s. 2023	Reviewed guidelines to ensure compliance in student selection, instructional delivery, and assessment.

Table 1 summarizes the preparatory measures for the National Learning Camp (NLC), covering planning, stakeholder orientation, resource allocation, and alignment with DepEd Order No. 14, s. 2023. Key actions included administrative meetings, stakeholder orientations, and resource provision. Despite challenges like budget constraints and scheduling conflicts, schools addressed these through external support, schedule adjustments, and teacher incentives, ensuring a well-structured and effective learning environment.

Implementation Planning

Ensured structured execution to enhance student learning. It began with a needs assessment to identify students requiring remediation, enrichment, or advanced learning. Administrators and teachers developed a framework aligned with DepEd Order No. 14, s. 2023, setting objectives, strategies, and roles.

Stakeholders' engagement was prioritized through teacher training and parent-student orientations, fostering awareness and participation. Schools allocated resources such as instructional materials, finances, and facilities while managing logistics for smooth implementation. Despite challenges like budget constraints and scheduling conflicts, schools collaborated with LGUs and private organizations for support and adopted schedule adjustments and teacher incentives. The statements from School Principal 6 and Teacher 1 underscored the importance of strategic planning, collaboration, and continuous improvement

in the successful implementation of the National Learning Camp (NLC). Both respondents emphasized that the program served as a vital initiative to support students' academic growth by addressing learning gaps through structured interventions.

The principal highlighted the need for careful planning, teacher capacity-building, and active stakeholder involvement, ensuring that the NLC was executed effectively. Additionally, they stressed the importance of continuous assessment and improvement to maximize the program's impact on student learning.

Similarly, the teacher focused on thorough preparation, collaboration, and alignment of instructional strategies with students' needs. They highlighted the significance of an engaging learning environment and teamwork between teachers, administrators, and parents in achieving the NLC's objectives. Furthermore, the teacher also stressed continuous reflection and adaptation to ensure meaningful learning experiences.

Both perspectives reflected a shared commitment to enhancing the learning experience through strategic and collaborative approaches while emphasizing ongoing evaluation and improvement. Both statements aligned in recognizing the NLC's importance in bridging learning gaps, the necessity of preparation, and the value of continuous improvement. However, the principal's statement leaned towards structured planning, assessment, and stakeholder engagement, while the teacher's statement focused more on instructional alignment, collaboration, and reflection. Together, they highlighted that an effective and sustainable NLC required both macro-level strategic planning and micro-level instructional adaptation to ensure meaningful learning experiences for all students.

Orientation for Stakeholders

Ensured that teachers, students, parents, and administrators understood their roles in enhancing student learning. School administrators and DepEd representatives conducted sessions to introduce program goals, instructional strategies, and assessment methods, aligning with DepEd Order No. 14, s. 2023. Students were encouraged to actively participate, while parents were informed of their responsibilities in monitoring progress and supporting learning at home. Using various communication methods, schools ensured stakeholders were well-prepared, fostering collaboration, engagement, and a strong foundation for effective learning.

The essence of this theme was encapsulated in the narratives of school principals and teachers 2 and 3, highlighting the significant role of stakeholders in the successful implementation of the National Learning Camp (NLC). Both principals emphasized that the participation of parents, community members, and other stakeholders was crucial in ensuring the program's success. They viewed the orientation as a vital opportunity to inform stakeholders about the objectives, benefits, and their essential roles in supporting students' learning. They stressed that fostering collaboration and shared responsibility strengthened the program's impact, making the learning experience more effective and meaningful for students.

Similarly, teachers 2 and 3 recognized the National Learning Camp as a valuable initiative that helped bridge learning gaps and develop students' skills. They emphasized that teachers, parents, and stakeholders had to work together to guarantee the success of the program. Teacher 2 highlighted the importance of strong collaboration and support in enhancing students' learning experiences, while Teacher 3, drawing from 15 years of teaching experience, saw the NLC as an excellent opportunity to provide remedial support to students. He underscored the significance of orientation as a platform to guide stakeholders on how they could contribute to the program's success.

In summary, all respondents shared a common perspective on the indispensable role of stakeholders in the NLC. Their statements reflected a unified belief in the power of cooperation in improving students' learning outcomes. The responses collectively illustrated that the success of the NLC depended on stakeholder participation, collaboration, and a shared sense of responsibility. While the principals provided a leadership perspective, focusing on the broader implementation of the program, the teachers offered an on-the-ground view, emphasizing the tangible benefits for students. These insights reinforced the idea that the NLC was most effective when there was strong cooperation among teachers, parents, and community members.

Resource Allocation

Funds supported instructional materials, teacher training, and logistics, while classrooms and facilities provided structured learning spaces. Teachers and support staff were assigned based on expertise to

enhance instruction. Efficient resource distribution maximized learning opportunities, minimized gaps, and fostered an inclusive environment for student growth and engagement.

The statements emphasized the critical role of resource allocation in ensuring the success of the National Learning Camp (NLC). Both responses highlighted the importance of providing adequate learning materials, proper teacher training, and a supportive environment to maximize the program's effectiveness. The first statement underscored the belief that well-managed resources contributed to quality education and enabled students to thrive. Similarly, the second statement reinforced that the availability of necessary materials and teacher preparation enhanced the overall impact of the NLC.

Both statements presented a unified perspective on the importance of resource allocation in the success of the NLC. While the first statement placed a stronger emphasis on efficiency and the overall learning environment, the second statement focused on ensuring that materials and training were available to enhance the program. Together, they reinforced the idea that a well-supported educational structure, with adequate resources and proper planning, was fundamental in creating meaningful and effective learning experiences for students.

Alignment with DepEd Order No. 14, s. 2023

The National Learning Camp (NLC) Program was believed to have adhered to the Department of Education's (DepEd) framework for learning recovery and enhancement. This directive established guidelines for structured intervention programs to address learning gaps and improve student performance, particularly in key subject areas. The statements from School Principal 8 and Teacher 23 highlighted their alignment with DepEd Order No. 14, s. 2023 and their commitment to the National Learning Camp (NLC). Both emphasized the importance of fostering an engaging and inclusive learning environment to enhance student learning outcomes. The principal focused on a holistic approach that included targeted interventions, collaborative teaching strategies, and community involvement to ensure that all learners thrived. Their perspective highlighted the school's institutional role in implementing the NLC effectively, ensuring that students receive the necessary academic support.

Conversely, the teacher expressed a more individualized approach, emphasizing differentiated instruction and innovative teaching strategies to address students' unique learning needs. Their statement underscored the role of teachers in providing direct and personalized support to students, fostering an environment where each learner could improve and succeed.

Both responses reflected a shared dedication to the NLC's objectives, particularly in addressing learning gaps and creating a collaborative and effective learning environment. However, while the principal adopted a school-wide perspective, the teacher focused more on classroom-level instructional strategies to enhance student success. Both statements reflected a strong commitment to the goals of the National Learning Camp while highlighting different levels of implementation. The principal took a broad, institutional approach, focusing on school-wide planning and stakeholder engagement, while the teacher provided a classroom-based perspective, emphasizing personalized instruction and direct student support. This demonstrated that the successful implementation of the NLC required both macro-level planning and micro-level instructional strategies, ensuring that every student received the necessary resources and opportunities to succeed.

The National Learning Camp Program in the Enhancement of Learning aligned with this directive by providing targeted support to students through well-designed instructional strategies, teacher capacity-building, and collaborative stakeholder engagement. It reinforced DepEd's commitment to strengthening foundational skills and fostering an inclusive, learner-centered education system that promoted continuous academic growth.

The Differentiated Instruction Model (Tomlinson, 1999) emphasized tailoring educational content, processes, and products to meet diverse student needs, readiness levels, interests, and learning profiles. This approach aimed at maximizing each student's learning potential by providing appropriate challenges and support. In the context of the National Learning Camp (NLC), the RTI framework's emphasis on early identification and targeted interventions aligned with the program's objectives to address learning gaps.

Table 2. Initiatives for Strengthening the Implementation of the National Learning Camp (NLC)

Key Area	Initiatives Undertaken
School Leadership Initiatives	Conducted strategic planning meetings, designated coordinators for smooth execution, and ensured alignment with DepEd Order No. 14, s. 2023. Provided support to teachers and addressed logistical concerns.
Monitoring and Evaluation	Regular classroom observations, feedback sessions with teachers and students, and progress tracking through assessment tools to ensure quality and effectiveness.
Teaching and Learning Strategies	Used activity-based learning, differentiated instruction, and interactive teaching approaches to enhance student engagement and participation.
Student Attendance and Participation	Implemented attendance tracking systems, provided incentives and recognition for consistent attendance, and engaged parents to encourage student participation.
Collaboration with External Stakeholders	Partnered with LGUs, NGOs, and private sectors for funding, resource support, and volunteer assistance. Managed collaborations through MOUs, regular coordination meetings, and community engagement activities.

Table 2 presents the various initiatives undertaken to ensure the successful implementation of the National Learning Camp (NLC) across different schools. These initiatives focused on teacher capacity-building, resource allocation, stakeholder involvement, and instructional strategies, all of which contributed to addressing learning gaps and enhancing student performance. With the end goal of strengthening the National Learning Recovery Program, these initiatives aligned with DepEd Order No. 14, s. 2023 and emphasized the importance of adaptive learning strategies, data-driven instruction, and collaborative engagement among educators, students, parents, and external partners.

School Leadership Initiatives

This pertained to the strategic actions, policies, and programs implemented by school administrators, principals, and educational leaders to ensure the effective execution, sustainability, and continuous improvement of the National Learning Camp (NLC). The statements from School Principals 5 and 6 and Teachers 19 and 21 highlighted the collaborative efforts required to successfully implement the NLC. Both school principals and teachers focused on leadership-driven initiatives, ensuring that teachers received the necessary support, resources were well-utilized, and community engagement was strengthened. They emphasized the importance of teacher capacity-building and stakeholder collaboration to create a nurturing learning environment.

On the other hand, the teachers' responses complemented these leadership strategies by emphasizing engaging teaching methods, student participation, and strong collaboration with fellow educators and parents. They acknowledged the role of school leadership while ensuring their own active involvement in implementing the NLC through innovative instruction and fostering an inclusive classroom setting. Both perspectives agreed on the importance of teamwork, resource management, and parental involvement. However, their approaches differed, with principals focusing on policy and structure, while teachers concentrated on direct student engagement and instructional innovation. This demonstrated the interdependence between school leadership and teachers in creating a successful and effective learning environment within the NLC. The responses from school principals and teachers demonstrated the complementary roles they played in the successful implementation of the National Learning Camp. While principals ensured strong leadership, resources, and stakeholder collaboration, teachers translated these efforts into effective classroom practices that engaged students. The synergy between leadership and instructional execution was essential for creating a sustainable, impactful, and inclusive learning environment that maximized student success. These initiatives focused on enhancing teaching and learning processes, fostering collaboration among stakeholders, optimizing resource allocation, and implementing data-driven decision-making to address learning gaps and improve student outcomes.

Monitoring and Evaluation

This was an essential leadership function in ensuring the effectiveness of the NLC. School leaders implemented systematic data collection, analysis, and reporting mechanisms to assess student progress, teacher performance, and program impact. The statements from School Principal 7 and Teacher 20 emphasized the critical role of monitoring and evaluation in the successful implementation of the National Learning Camp (NLC). Both recognized that tracking student progress, assessing teaching strategies, and gathering feedback were essential in ensuring continuous improvement in the learning process.

The principal's perspective focused on a systematic, data-driven approach to monitoring and evaluation, ensuring that interventions were effectively implemented and produced positive learning outcomes. This included collecting data from various sources—teachers, parents, and students—to make informed decisions about program adjustments. On the other hand, the teacher's response highlighted an on-the-ground perspective, emphasizing direct student assessment and refining teaching strategies based on observations and feedback. Teachers ensured that their instructional methods remained responsive to the needs of students, adapting them as necessary to enhance learning outcomes.

Both perspectives complemented each other, showcasing how school leadership and classroom implementation worked hand in hand to ensure that monitoring and evaluation translated into effective learning experiences for students. The statements from School Principal 7 and Teacher 20 demonstrated a cohesive approach to monitoring and evaluation, with principals overseeing structured program assessment while teachers ensured immediate instructional improvements in the classroom. Their collaborative efforts ensured that the National Learning Camp remained responsive, effective, and beneficial for student learning. Additionally, regular classroom observations, progress tracking tools, and stakeholder feedback sessions enabled school leaders to make evidence-based decisions. By continuously assessing and refining the program, schools maximized the learning gains for students and ensured the sustainability of the initiative.

Teaching and Learning Strategies

Effective teaching and learning strategies formed the foundation of the NLC's instructional model. School leaders supported teachers by providing ongoing training, coaching, and access to innovative pedagogical resources. The statements from School Principal 8 and Teacher 17 highlighted the importance of effective teaching and learning strategies in the National Learning Camp (NLC). Both recognized the need for innovative, student-centered, and inclusive approaches to enhance student engagement, comprehension, and overall academic success. The principal's perspective emphasized a leadership role in ensuring that teachers were well-equipped with resources and training to implement effective instructional methods. The principal focused on supporting teachers by providing them with the necessary tools and professional development to foster engaging and meaningful learning experiences.

On the other hand, the teacher's response focused on classroom implementation, describing specific strategies such as interactive activities, differentiated instruction, and collaborative learning. The teacher ensured that students' diverse learning needs were met through engagement-driven teaching methods. Both perspectives worked together, demonstrating how leadership support and classroom implementation complemented each other in making the National Learning Camp an effective learning initiative. The statements from School Principal 8 and Teacher 17 demonstrated how leadership and classroom instruction worked together to enhance the National Learning Camp. The principal provided the foundation for success by supporting teachers, while the teacher brought these strategies to life in the classroom. Their collaboration ensured that students benefited from well-planned, engaging, and effective learning experiences.

Student Attendance and Participation

Ensuring consistent student attendance and active participation was a major priority in the NLC. The statements from School Principal 9 and Teacher 2 emphasized the importance of student participation and parental support in the National Learning Camp (NLC). Both recognized the value of the program in enhancing students' skills, building confidence, and providing meaningful learning experiences. The principal's perspective highlighted the broader role of stakeholders, particularly parents and guardians, in ensuring consistent student attendance and active participation. The principal encouraged a collaborative effort to maximize the benefits of the program, reinforcing the school's commitment to quality education and lifelong learning.

On the other hand, the teacher's response focused on student engagement, emphasizing the supportive and interactive nature of the NLC. The teacher highlighted how the program reinforced essential concepts in an enjoyable way, ensuring that students developed confidence while learning in a meaningful and engaging environment. Both perspectives complemented each other, demonstrating the dual role of leadership and classroom implementation in ensuring that the NLC achieved its objectives. The responses from School Principal 9 and Teacher 2 illustrated the dual approach needed to ensure the success of the National Learning Camp. While the principal fostered external support from parents and the community, the teacher directly engaged students in meaningful learning experiences.

Collaboration with External Stakeholders

Strong partnerships with external stakeholders were essential in enhancing the resources, reach, and effectiveness of the NLC program. The statements from School Principal 9 and Teacher 3 highlighted the crucial role of external stakeholders in the success of the National Learning Camp (NLC). Both recognized that collaborations with external partners, such as organizations, experts, and community members, provided essential resources, expertise, and mentorship to improve students' learning experiences. The principal's statement emphasized the broader impact of stakeholder partnerships, focusing on enhancing educational quality and securing a stronger future for students. The principal saw external partnerships to sustainably improve the program and create a lasting positive effect on education. On the other hand, the teacher's response highlighted the direct impact on student engagement and motivation. The teacher acknowledged that stakeholder involvement not only provided resources but also helped boost students' enthusiasm for learning. By fostering these partnerships, the teacher believed that students became more engaged and supported in their educational journey.

Both perspectives complemented each other, demonstrating the importance of stakeholder collaboration at both the institutional and classroom levels to maximize the benefits of the NLC. The responses from School Principal 9 and Teacher 3 highlighted the dual impact of external partnerships in the National Learning Camp. While the principal focused on institutional collaboration, the teacher emphasized student engagement. Together, these perspectives illustrated the holistic role of stakeholders in strengthening education—both by supporting the school at a leadership level and directly inspiring students in the classroom.

Table 3. Impact of the National Learning Camp as Perceived by School Principals and Teachers

Key Area	Perceived Impact
Influence on Student Learning Outcomes	Students showed improved comprehension, problem-solving skills, and confidence in academic tasks. Enhanced participation in discussions and activities was noted.
Academic Performance and Engagement	Increased test scores and better class performance observed. More students actively participated in lessons, demonstrating enthusiasm for learning.
Teacher Feedback on Student Progress	Teachers reported significant improvements in students' foundational skills, motivation, and ability to grasp complex topics. More individualized attention helped struggling learners.
Changes in Student Attitudes Toward Learning	Students exhibited a more positive attitude, showing eagerness to attend sessions and take responsibility for their learning. Reduced absenteeism was noted.
Effectiveness in Addressing Learning Gaps	The NLC effectively bridged learning gaps by providing targeted instruction and remediation. Students who previously struggled showed noticeable progress in core subjects.

Table 3 summarizes the perceived impact of the National Learning Camp (NLC) on student learning, highlighting key areas such as student learning outcomes, academic performance and engagement, teacher feedback on student progress, changes in student attitudes toward learning, and the program's effectiveness in addressing learning gaps. These elements provided a comprehensive understanding of how the NLC improved educational outcomes, fostered student motivation, and enhanced overall learning experiences.

Influence on Student Learning Outcomes

The NLC had a significant impact on student learning outcomes, as it provided targeted interventions that catered to students' individual learning needs. By implementing structured and flexible learning approaches, students experienced improvements in comprehension, critical thinking, and problem-solving skills. The statements from School Principal 4 and Teacher 11 emphasized the positive impact of the National Learning Camp (NLC) on student learning outcomes. Both highlighted that the NLC served as a structured intervention to address learning gaps, enhance skills, and boost student confidence.

The principal's response focused on a broader, institutional perspective, underlining the importance of teacher dedication, strategic interventions, and stakeholder collaboration in ensuring student success. The principal saw the NLC as a system-wide effort that required careful planning and cooperation to create meaningful learning experiences. On the other hand, the teacher's response highlighted the direct instructional impact of the NLC on students. The teacher emphasized interactive and well-planned activities that actively developed students' skills and confidence. While also acknowledging the role of teachers, parents, and stakeholders, the teacher's perspective was more classroom-focused, stressing engagement and hands-on learning as key drivers of success.

Both responses agreed that student learning outcomes improved when various stakeholders worked together, but they differed in their approach and focus—one from a leadership perspective and the other from a classroom implementation standpoint. The responses from School Principal 4 and Teacher 11 offered complementary perspectives on the National Learning Camp. While the principal ensured structural support and stakeholder engagement, the teacher focused on delivering effective and engaging instruction. Together, these viewpoints underscored the holistic approach needed to maximize student learning outcomes—through both strong leadership and dynamic classroom implementation. Through the integration of interactive and experiential learning methods, students were encouraged to actively participate in lessons, apply learned concepts in real-life situations, and develop a deeper understanding of academic content. The camp structure, which grouped students based on their learning needs, ensured that each child received the necessary support and challenges to maximize their learning potential.

Academic Performance and Engagement

One of the key objectives of the NLC was to enhance academic performance and student engagement. Many students struggled with traditional classroom settings, leading to disengagement and a lack of motivation. However, the differentiated and interactive approaches used in the NLC helped rekindle students' interest in learning. Key improvements observed in academic performance and engagement included: higher participation rates in class activities and discussions, improved assessment scores and mastery of key competencies, and increased confidence in completing tasks and applying learned skills. By incorporating active learning strategies, project-based activities, and real-world applications, the NLC promoted a more engaging and meaningful learning experience that contributed to higher academic achievement.

The statements from School Principal 5 and Teacher 12 emphasized the positive impact of the National Learning Camp (NLC) on student academic performance and engagement. Both highlighted the importance of interactive and well-structured learning activities in enhancing student learning, particularly in language and numeracy skills.

The principal's response focused on a broader educational approach, recognizing the importance of collaboration between teachers, parents, and stakeholders in creating a better learning environment. The principal saw the NLC as an initiative that required collective effort to provide students with opportunities to enhance their knowledge and skills. On the other hand, the teacher's response focused more on student motivation and engagement. The teacher emphasized how the interactive and enjoyable nature of the activities made students more eager to learn. While also acknowledging the support from schools, parents, and stakeholders, the teacher placed more emphasis on the direct effect of fun and interactive lessons on student learning.

Both responses agreed that the NLC played a crucial role in improving student academic performance, but they differed in their approach and emphasis—one from a leadership perspective and the other from a classroom-based viewpoint. The perspectives of School Principal 5 and Teacher 12 complemented each other in illustrating the impact of the National Learning Camp. While the principal ensured the program was supported at a systemic level, the teacher ensured its effectiveness at the classroom level. Together,

their viewpoints highlighted the importance of both leadership support and engaging instructional strategies in improving student learning outcomes.

Teacher Feedback on Student Progress

Teachers played a crucial role in assessing and monitoring student progress during the NLC. Their feedback provided valuable insights into student strengths, areas for improvement, and necessary interventions to further support learning. The perspectives of School Principal 2 and Teacher 13 highlighted the importance of teacher feedback in monitoring student progress within the National Learning Camp (NLC). Both statements recognized that regular assessment and constructive guidance were essential in helping students understand their strengths and areas for improvement. The principal's statement placed emphasis on a broader support system that included teachers, parents, and stakeholders. The principal saw teacher feedback as a structured process that not only tracked progress but also enhanced the overall learning experience and academic performance of students. The principal acknowledged that student success was a collective effort requiring coordination from different educational stakeholders. On the other hand, the teacher's statement focused more on the direct classroom application of feedback. The teacher highlighted consistent assessment and guidance as crucial elements in encouraging students to continue learning and improving. While also acknowledging the role of parental and school support, the teacher's perspective was more centered on motivation and student engagement.

Both responses stressed the importance of teacher feedback in academic growth, but they differed in terms of scope and emphasis—one from a leadership standpoint and the other from an instructional perspective. The perspectives of School Principal 2 and Teacher 13 reinforced the crucial role of feedback in student learning and growth. The principal ensured a structured and collaborative approach, while the teacher ensured its direct and effective classroom application. Together, they complemented each other in fostering an environment where feedback was used to enhance learning outcomes and encourage students to reach their full potential. Through structured assessments, formative evaluations, and qualitative observations, teachers tracked: student improvement in subject-specific competencies, development of critical thinking and problem-solving skills, and changes in study habits and learning behaviors. The collaborative approach between teachers and students in the NLC fostered a positive feedback loop, where teachers continuously adjusted instructional methods based on student progress and feedback, ensuring a responsive and student-centered learning environment.

Changes in Student Attitudes Toward Learning

The NLC also played a key role in shaping students' attitudes toward education. Many struggling learners experienced low self-esteem and academic anxiety, which hindered their motivation to learn. The NLC helped students develop a growth mindset and a positive outlook toward education by providing a supportive and encouraging learning environment. The statements from School Principal 9 and Teacher 14 emphasized the positive impact of the National Learning Camp (NLC) on students' attitudes toward learning. Both recognized that engaging activities, targeted support, and innovative teaching strategies helped increase student motivation, confidence, and enthusiasm. The principal's statement highlighted a broader perspective by acknowledging the role of teachers, parents, and stakeholders in sustaining a positive learning environment. The principal focused on ensuring collaboration among different education partners to maintain and expand the benefits of the NLC.

Meanwhile, the teacher's statement was more classroom-centered, focusing on first-hand observations of how students became more motivated, confident, and eager to learn. The teacher emphasized the importance of maintaining a supportive and interactive environment to foster a lifelong love for learning. While both statements shared common ground in recognizing the transformative role of the NLC, they differed in scope—one looking at sustaining system-wide support and the other at direct student engagement. The perspectives of School Principal 9 and Teacher 14 reinforced the significant role of the National Learning Camp in shaping students' attitudes toward learning. The principal focused on sustaining this progress through collaboration, while the teacher highlighted its immediate effects on student engagement. Together, they provided a comprehensive view of how the NLC positively transformed student learning experiences and fostered long-term academic growth. Changes in student attitudes observed through the program included: increased enthusiasm for learning and participation in classroom activities, greater willingness to seek help and collaborate with peers, and a stronger sense of responsibility and independence in completing learning tasks. The shift in mindset from seeing learning as a challenge to viewing it as an opportunity was one of the most significant impacts of the NLC, contributing to long-term academic success and personal development.

Effectiveness in Addressing Learning Gaps

A primary goal of the NLC was to bridge learning gaps caused by disruptions in education, varied learning paces, or other academic challenges. The program effectively identified and addressed individual learning deficiencies through a targeted, student-centered approach. Key aspects of the NLC that contributed to its success in closing learning gaps included: the use of diagnostic assessments to determine students' learning needs, implementation of differentiated instruction tailored to each learner, and regular progress monitoring and personalized interventions. The statements from School Principal 2 and Teacher 15 highlighted the effectiveness of the National Learning Camp (NLC) in bridging learning gaps through targeted instruction, engaging activities, and collaborative efforts among teachers, parents, and stakeholders. The principal's statement emphasized the importance of teachers' dedication and stakeholder support in providing students with necessary guidance to enhance their skills and academic performance. The principal focused on a broader vision of sustaining meaningful learning opportunities for all students. The teacher's statement reinforced the idea that individualized support and interactive lessons played a significant role in improving students' understanding and skills. The teacher emphasized the direct impact of interventions in the classroom, ensuring that students received personalized assistance to succeed.

While both statements recognized the effectiveness of the NLC, the principal provided a leadership-oriented perspective, focusing on sustaining the program through collaborative efforts, while the teacher focused on the hands-on implementation of strategies that catered to student needs. Both School Principal 2 and Teacher 15 acknowledged the impact of the National Learning Camp in addressing learning gaps. While the principal saw it from a leadership and sustainability perspective, the teacher focused on the direct instructional impact on students. Together, their insights provided a holistic view of how the NLC fostered student growth through collaboration, targeted instruction, and engaging learning experiences.

Table 4. Challenges in Implementing the National Learning Camp: Perspectives of School Principals and Teachers

Key Area	Challenges Faced by the School Principals	Challenges Faced by the Teachers
School Leadership Challenges	Limited budget, scheduling conflicts, and logistical constraints in implementing the program.	Adapting to frequent administrative adjustments while maintaining instructional quality.
Teacher Challenges	Difficulty in managing teacher workload and ensuring teacher well-being.	High workload, lack of instructional materials, and difficulty managing diverse learners.
Student Participation Issues	Ensuring student attendance and motivation across all learning levels.	Addressing irregular attendance, low motivation, and varying academic levels within a single class.
Resource Constraints	Insufficient budget for instructional resources and classroom space.	Managing classes with limited materials, lack of classrooms, and inadequate facilities.

Table 4 presents the challenges encountered in the implementation of the National Learning Camp (NLC), focusing on key areas such as school leadership challenges, teacher challenges, student participation issues, and resource constraints. These challenges played a crucial role in shaping the effectiveness of the program and had to be addressed through strategic interventions to ensure the successful execution of NLC initiatives.

School Leadership Challenges

It was essential for the successful implementation and sustainability of the NLC. However, school administrators and principals often faced challenges in managing the program, particularly in areas such as program coordination, stakeholder involvement, and monitoring and evaluation. The statements from School Principal 8 and Teacher 26 highlighted the challenges and leadership efforts in implementing the National Learning Camp (NLC). Both recognized the issues of limited resources, teacher workload, and

student participation but emphasized that strategic planning and strong collaboration helped overcome these difficulties.

The principal's statement focused on leadership strategies, including stakeholder collaboration and commitment to quality education as essential solutions. The principal viewed leadership to create a supportive learning environment that benefited both teachers and students. The teacher's statement acknowledged the challenges but centered on the role of school leaders in guiding and inspiring teachers. The teacher highlighted the importance of collaborative efforts and leadership-driven strategies in sustaining quality learning experience for students. While both statements addressed challenges and emphasized leadership, the principal provided a proactive approach to solving problems through strategic planning, whereas the teacher reflected on how school leadership influenced teachers' commitment and instructional efforts.

Both School Principal 8 and Teacher 26 recognized the challenges of implementing the National Learning Camp and stressed the importance of leadership and collaboration. However, their perspectives differed—the principal focused on institutional strategies, while the teacher emphasized how leadership impacted instructional delivery. Together, their insights showed how effective leadership and teacher commitment worked hand in hand to ensure the success of the NLC. Inconsistent implementation across schools, leading to variations in program effectiveness, limited administrative support due to competing priorities in school operations, difficulties in mobilizing and sustaining stakeholder involvement, particularly from parents and local organizations, and challenges in establishing a structured monitoring and evaluation system to track student progress and program effectiveness were some of the key challenges. Addressing these leadership challenges required capacity-building initiatives for school administrators, stronger inter-agency collaboration, and the integration of data-driven decision-making strategies to ensure the NLC remained aligned with student needs and educational goals.

Teacher Challenges

Teachers played a critical role in the success of the National Learning Camp (NLC); however, they faced multiple challenges that impacted their ability to effectively implement the program. One of the primary concerns was the increased workload and responsibilities, as teachers had to manage additional teaching hours and program requirements while balancing their regular instructional duties. The statements from School Principal 3 and Teacher 7 emphasized the challenges faced by teachers in the National Learning Camp (NLC) and the importance of support from schools, parents, and stakeholders in overcoming these difficulties. Both acknowledged the issues of limited resources, additional workload, and student engagement, yet they highlighted the dedication and perseverance of teachers in delivering quality education.

The principal's perspective focused on recognizing teachers' efforts and rallying support from the school community to ensure that teachers could continue their effective teaching practices despite challenges. The principal acknowledged the critical role of collaboration in sustaining teacher effectiveness and student learning. The teacher's perspective, on the other hand, provided a first-hand account of the difficulties teachers faced but also expressed determination to continue providing quality education. The teacher emphasized how external support strengthened teachers' capacity and enhanced their service to students. While both statements highlighted the same challenges and the role of community support, the principal acknowledged teachers' dedication and called for collective action, whereas the teacher focused on how support directly helped them improve their teaching and serve students better. Both School Principal 3 and Teacher 7 recognized the challenges in implementing the National Learning Camp and the importance of collaboration in addressing these difficulties. However, the principal spoke from an administrative perspective, advocating for teacher support, while the teacher shared a firsthand experience, emphasizing resilience and the impact of external help. Together, their insights highlighted how institutional leadership and teacher dedication worked together to maintain quality education despite challenges.

The implementation of differentiated instruction also presented a challenge, as educators needed to adjust their teaching strategies to cater to the diverse learning needs of students. Many teachers struggled with limited training on differentiated instruction and evidence-based teaching approaches, making it difficult to maximize student engagement and learning outcomes.

In addition, classroom management became more complex in an environment where students had varying levels of proficiency and learning styles. Handling mixed-ability groups required adaptability, patience, and

innovative teaching techniques, which were demanding for educators, especially when resources were limited. As a result, many teachers experienced burnout and fatigue, as they navigated the pressures of delivering quality instruction while managing the additional responsibilities of the NLC.

Student Participation Issues

One of the major barriers to the effectiveness of the National Learning Camp (NLC) was ensuring consistent student participation. While the program was designed to bridge learning gaps and enhance academic performance, various challenges prevented some students from fully engaging in the activities. The statements from School Principal 5 and Teacher 7 highlighted the challenge of student participation in the National Learning Camp (NLC) and emphasized the need for strong collaboration among parents, teachers, and stakeholders to encourage student engagement. Both statements recognized that some students required additional support and motivation to fully take advantage of the learning opportunities provided by the NLC.

The principal's perspective focused on building strong partnerships among parents, teachers, and stakeholders to create an encouraging learning environment that supported student participation. The principal saw collaboration as key to fostering student engagement and ensuring that learners benefited from the program.

The teacher's perspective, meanwhile, echoed the same concerns but provided direct experience with student participation issues. The teacher emphasized the need for cooperation among the school, parents, and the community to support students and encourage them to take part in the learning opportunities provided by the NLC. Both perspectives aligned in acknowledging student participation as a challenge and promoting collaborative efforts to address it. However, the principal's focus was on institutional partnerships and strengthening support systems, while the teacher emphasized firsthand experience and direct efforts to encourage students to participate. Both School Principal 5 and Teacher 7 acknowledged that student participation in the National Learning Camp was a challenge and advocated for collaborative efforts to address it. The principal focused on systemic support through partnerships, while the teacher highlighted the importance of direct encouragement and cooperation with the community. Their perspectives complemented each other, showing how both leadership and hands-on teaching efforts were crucial in fostering student engagement and participation.

Motivation and interest played a crucial role in student participation, yet many learners struggled to stay engaged, particularly when faced with remedial or enrichment learning activities that might not have aligned with their personal interests or preferred learning styles. Beyond motivation, socio-economic factors significantly impacted attendance. Some students faced transportation difficulties, financial constraints, or family responsibilities, which hindered their ability to attend sessions regularly. Additionally, differences in learning paces led to frustration or disengagement, as some students felt left behind while others found the activities too easy. Limited parental support further exacerbated the issue, especially for students who required additional reinforcement at home but lacked the necessary guidance or encouragement.

Resource Constraints

Adequate resources were crucial for the successful implementation of the National Learning Camp (NLC); however, many schools faced financial, material, and logistical limitations that hindered the program's effectiveness. Without sufficient instructional materials, such as workbooks, digital learning tools, and laboratory equipment, teachers struggled to provide engaging and meaningful learning experiences for students. The statements from School Principal 9 and Teacher 4 emphasized that despite resource constraints in the National Learning Camp (NLC), the goal of providing quality education remained unwavering. Both highlighted the importance of creativity, strategic planning, and collaboration with stakeholders in overcoming these challenges. The principal's perspective focused on institutional leadership and planning as key to sustaining the NLC despite limited resources. The principal emphasized that through creativity, planning, and stakeholder support, solutions could be found to continue meaningful learning experiences for students. The teacher's perspective shared a similar sentiment but focused on direct classroom experiences, emphasizing resourcefulness and collaboration as essential to ensuring that students continue to learn and grow. The teacher stressed that even with limited resources, quality education could still be provided through dedication and teamwork. Both School Principal 9 and Teacher 4 recognized resource constraints as a challenge in the National Learning Camp and advocated for creativity, collaboration, and adaptability to sustain quality education. The principal's approach was

leadership-driven, focusing on institutional strategies, while the teacher’s approach was more practical, emphasizing classroom adaptability and direct student engagement. Their perspectives complemented each other, demonstrating how both administrative leadership and hands-on teaching efforts were crucial in overcoming resource limitations and ensuring successful learning experiences. The lack of funding for teacher training, student incentives, and overall program sustainability limited the capacity of schools to implement evidence-based teaching strategies and ensure long-term success.

Table 5. Respondents’ Recommendations to strengthen the National Learning Camp (NLC)

Key Area	Recommendations for School Principals	Recommendations for Teachers
Improvement of NLC Implementation	Strengthening planning and coordination, provide clear guidelines, and ensure early preparation for smooth execution. Increase stakeholder engagement to foster collaboration.	Implemented clear instructional strategies aligned with program goals and ensure effective classroom management.
Additional Resources and Support	Allocated more funding for instructional materials, facilities, and teacher incentives. Provide additional training on innovative teaching strategies and student engagement techniques.	Participate in additional training on innovative teaching strategies and student engagement techniques.
Enhancement of DepEd Policies and Guidelines	Developed more flexible and responsive policies to address diverse learning needs. Ensure sustainability by integrating NLC into long-term education programs and securing continuous funding.	Provide feedback on policy improvements based on classroom experience and student needs.
Monitoring and Evaluation Mechanisms	Established a structured feedback system involving teachers, students, and parents. Conduct periodic assessments, classroom observations, and data-driven evaluations to measure program effectiveness.	Engage in classroom observations, contribute to feedback systems, and analyze student progress for instructional improvement.

Table 5 shows the key areas for enhancing the implementation of the National Learning Camp (NLC) to ensure its long-term success and impact on student learning. Strengthening the program requires strategic improvements in various aspects, including program implementation, resource allocation, policy development, and monitoring mechanisms.

Improvement of NLC Implementation. To enhance the overall effectiveness of the NLC, schools adopted innovative teaching approaches tailored to students’ diverse learning needs. The statements from School Principal 6 and Teacher 24 emphasized the necessity of continuously enhancing the National Learning Camp (NLC) to ensure its long-term success. Both recognized that teacher training, student engagement, and resource allocation played critical roles in improving the program’s effectiveness and sustainability. The principal’s perspective focused on structural improvements such as guidelines, monitoring systems, and stakeholder partnerships as key to enhancing the program’s long-term impact. The principal emphasized the need for a systemic approach that included clear policies, robust evaluation mechanisms, and strategic collaboration to ensure sustainable progress. The teacher’s perspective highlighted teaching strategies, instructional improvements, and assessment methods as essential factors in optimizing student learning outcomes. The teacher emphasized the importance of collaboration between educators, school leaders, and stakeholders to effectively bridge learning gaps and promote student success. Both perspectives acknowledged that continuous improvement was necessary for the National Learning Camp to remain effective and impactful. However, their approaches differed in focus and implementation—with the principal addressing macro-level program enhancements and the teacher focusing on classroom-based instructional strategies. Both School Principal 6 and Teacher 24 emphasized the importance of improving the National Learning Camp through continuous enhancements.

The principal's perspective was institutional and strategic, focusing on policy development and long-term program sustainability. Meanwhile, the teacher's perspective was classroom-oriented, concentrating on teaching methodologies and student engagement. Together, their insights highlighted that effective educational reform required both structural leadership and hands-on instructional improvements. Their views complemented each other, reinforcing the idea that systematic changes and direct classroom innovations had to work together to ensure the National Learning Camp's success in improving student learning outcomes. This included expanding differentiated instruction, integrating technology into lessons, and fostering interactive and student-centered learning activities. Furthermore, strengthening teacher training programs helped equip educators with the necessary skills to deliver effective instruction. Schools also established clear implementation guidelines, ensuring consistency in program execution across different learning environments.

Additional Resources and Support. A well-resourced National Learning Camp (NLC) was essential for maximizing student learning outcomes. Schools secured adequate instructional materials, technological tools, and well-equipped learning spaces to create an enriching educational experience. To address financial constraints, they pursued collaborations with local government units (LGUs), private organizations, and non-governmental organizations (NGOs) to obtain funding and material support. Statements from School Principal 4 and Teacher 25 emphasized the importance of sufficient resources and strong support systems in ensuring the NLC's effectiveness and sustainability.

Both recognized that instructional materials, technology, learning spaces, and teacher training played a crucial role in enhancing student learning outcomes. The principal's perspective focused on a macro-level approach, highlighting the need for funding, partnerships, and systemic support from LGUs, stakeholders, and private organizations. The principal believed that securing financial and material support was key to sustaining the program and ensuring its long-term success. Conversely, the teacher's perspective centered on classroom-level needs, emphasizing access to instructional materials, digital tools, and well-equipped learning spaces. The teacher stressed that student engagement and learning outcomes improved when adequate resources were available and that teacher incentives and continuous training contributed to the program's sustainability. Despite their differing focuses, both perspectives underscored the necessity of strong support and adequate resources for the NLC's success.

The principal prioritized systemic solutions and external partnerships, while the teacher emphasized direct classroom benefits and student engagement. Together, these insights reinforced that a successful educational program required both institutional leadership and classroom-level implementation. By combining strong administrative support with effective teaching practices, the NLC fostered a sustainable, well-resourced, and student-centered learning environment. Additionally, incentives and workload adjustments for teachers participating in the program helped sustain their motivation and commitment.

Enhancement of DepEd Policies and Guidelines. The Department of Education (DepEd) played a vital role in ensuring the successful institutionalization of the National Learning Camp (NLC). Policymakers refined existing guidelines to better align the program with the needs of schools, teachers, and students. This process included providing more flexible scheduling options, reinforcing student support mechanisms, and strengthening accountability measures. DepEd also promoted data-driven decision-making, ensuring that policies were informed by the actual challenges and successes encountered during program implementation. Statements from School Principal 6 and Teacher 25 highlighted the importance of strengthening DepEd policies and guidelines to enhance the NLC.

Both agreed that clearer implementation frameworks, adequate teacher support, and flexible learning approaches were essential in addressing the diverse needs of students. The principal's perspective was policy-driven, emphasizing the need for well-structured guidelines on resource allocation, training programs, and stakeholder engagement. The principal viewed strong policy frameworks as essential for ensuring the long-term effectiveness of the NLC and advocated continuous enhancements to create an inclusive and responsive learning environment. While also supporting stronger DepEd policies, the teacher's perspective focused more on direct classroom applications. The teacher emphasized the importance of instructional resources, professional development, and strategies that promoted student engagement. They believed that effective policies should prioritize practical teaching strategies and foster collaboration to maximize the NLC's impact.

Although both perspectives strongly supported policy improvements for the sustainability and success of the NLC, their approaches differed in focus and application. The principal took a macro-level administrative approach, advocating for clearer governance, resource distribution, and stakeholder collaboration. In contrast, the teacher took a micro-level approach, emphasizing how policies translated into practical benefits for students and educators. Ultimately, their perspectives complemented each other—strong policies at the administrative level needed to align with effective classroom implementation to ensure the NLC’s long-term success.

Monitoring and Evaluation Mechanisms. Continuous assessment was crucial in determining the effectiveness of the National Learning Camp (NLC) and identifying areas for improvement. Schools established comprehensive monitoring and evaluation (M&E) mechanisms to track student progress, teacher performance, and overall program outcomes. Regular feedback from students, teachers, parents, and other stakeholders refined the program and ensured its responsiveness to learners’ needs. By utilizing assessment tools, surveys, and performance reports, schools made informed adjustments to enhance the NLC’s impact and sustainability. Statements from School Principal 9 and Teacher 27 underscored the importance of a well-structured M&E system in ensuring the success and longevity of the NLC. Both emphasized the need for regular assessment, data-driven decision-making, and collaboration to improve student learning outcomes.

The principal’s perspective took a macro-level approach, focusing on systematic tracking of student progress, teacher effectiveness, and program outcomes. They prioritized structured evaluations, data analysis, and professional development to maintain the NLC’s effectiveness and sustainability. Transparency and collaboration were also key elements of their strategy, fostering a culture of continuous improvement through open communication with all stakeholders. Conversely, the teacher’s perspective was more classroom-centered, emphasizing formative and summative assessments, reflective teaching practices, and instructional refinement. They highlighted direct engagement with students, continuous adaptation to learning needs, and collaboration with colleagues and administrators as essential components of an effective M&E system. While both perspectives recognized the importance of monitoring and evaluation, their approaches differed.

The principal focused on policy, governance, and systematic assessment to evaluate and enhance the program as a whole. The teacher concentrated on instructional strategies, student assessments, and continuous self-improvement to address learning gaps at the classroom level. Ultimately, both School Principal 9 and Teacher 27 agreed that M&E was essential for ensuring the NLC’s effectiveness and sustainability. However, their roles differed in focus and implementation—the principal’s responsibilities were administrative and systemic, ensuring that M&E mechanisms functioned effectively at an institutional level, while the teacher’s role was instructional and student-centered, emphasizing assessments, teaching strategies, and student engagement.

FINDINGS

The study revealed the following findings:

1. Preparations for the National Learning Camp (NLC). The preparatory measures undertaken for the NLC were integral to its successful implementation. Schools effectively addressed planning, stakeholder engagement, resource allocation, and policy alignment to create a conducive learning environment. The program’s emphasis on structured intervention and differentiated instruction underscores its role in bridging learning gaps and promoting academic growth. Continuous reflection and adaptation are essential to further refining its implementation and maximizing its impact on student learning outcomes.

2. Initiatives in the Implementation of NLC. The initiatives implemented in the NLC underscore the importance of collaborative leadership, continuous evaluation, student-centered teaching strategies, active student participation, and external partnerships. These efforts collectively strengthen the National Learning Recovery Program and align with national educational goals. By fostering adaptive and evidence-based approaches, the NLC ensures that students receive quality education, addressing learning gaps and promoting long-term academic success.

3. Perceived Impact of the NLC on Student Learning. The school principals and teachers recognized the profound impact of the National Learning Camp (NLC) on student learning, particularly in improving academic performance, engagement, and overall attitudes toward

education. From the principals' perspective, the program plays a crucial role in strategic planning, resource allocation, and fostering collaboration among stakeholders to ensure its success. Meanwhile, teachers highlight its effectiveness in addressing learning gaps, enhancing instructional delivery, and promoting student motivation. By implementing targeted interventions and strengthening collaboration among educators, parents, and stakeholders, the NLC can further enhance student success and contribute to the long-term development of quality education.

4. Challenges in the Implementation of the NLC. Implementing the NLC faces multiple challenges, from leadership and teacher workload issues to student participation difficulties and resource constraints. School principals struggle with budget limitations, scheduling conflicts, and logistical hurdles in ensuring smooth program execution. Teachers face heavy workloads, a lack of instructional materials, and the challenge of addressing diverse learning needs within the classroom. Student participation is another significant concern, with irregular attendance, low motivation, and varying academic proficiency levels affecting learning outcomes. Additionally, resource constraints, including inadequate teaching materials, insufficient classroom space, and limited access to technology, hinder effective implementation. Addressing these challenges requires collaborative efforts, sustained support, and continuous quality assurance measures to ensure the success of the NLC.

5. Recommendations for Strengthening the NLC. Strengthening the National Learning Camp (NLC) requires a comprehensive and strategic approach that addresses implementation challenges, enhances resource allocation, refines DepEd policies, and improves monitoring and evaluation mechanisms. Through collaborative efforts among educators, policymakers, and stakeholders, the NLC can continue to serve as a valuable intervention in addressing learning gaps and promoting student success. By prioritizing continuous improvement and sustainable practices, the program can create a lasting impact on the educational landscape and empower learners to reach their full potential.

Conclusion and Recommendations

The study reveals that elementary teachers of the DADASANTRI Sub-Congressional District of Bohol face diverse challenges in reading instruction, particularly in classroom management, collaboration with parents and communities, student engagement, providing differentiated reading instruction, and access to reading materials. Limited access to materials and the complexities of differentiated instruction further hinder progress. Despite these challenges, teachers demonstrate a strong commitment to improving literacy through diverse strategies with a focus on Balanced Literacy and Interactive Read-Aloud approaches and continued use of Phonics for foundational skills. Demographic factors such as age, education, experience, and classroom size do not significantly affect teachers' challenges or their choice of reading approaches. However, teachers' challenges influence their instructional practices.

The findings highlight the need for a comprehensive support system, including professional development, policy reforms, and stronger partnerships between schools, families, and communities to address these challenges and improve reading instruction. The National Learning Camp (NLC) has emerged as a significant intervention in addressing learning gaps and fostering academic growth among students in literacy and numeracy. The study highlighted the critical role of thorough preparation in successfully implementing the program, emphasizing the importance of stakeholder engagement, resource allocation, and policy alignment. Despite encountering budget constraints and teacher workload challenges, schools employed proactive strategies, including external funding support and workload adjustments, to ensure smooth execution. Moreover, the NLC in Bohol stands as a transformative educational initiative designed to address learning gaps, empower students, and foster a culture of continuous improvement. Through collaborative leadership, evidence-based teaching practices, and strategic resource management, the program has demonstrated its ability to create meaningful learning experiences for students and teachers. By optimizing resource allocation, strengthening evaluation mechanisms, and fostering multi-stakeholder cooperation, the program can continue to bridge educational disparities and contribute to a more inclusive, equitable, and high-quality learning environment.

Considering the salient findings of the study, the following are hereby recommended by the researcher:

1. Strengthening Planning and Preparatory Measures. A lack of structured planning and preparation has been one of the major setbacks in the successful execution of the NLC. Many schools reported difficulties coordinating logistics, scheduling activities, and ensuring teachers and students were adequately prepared.

2. Enhancing Stakeholder Engagement and Strengthening Partnerships. One of the most frequently cited challenges in the NLC's implementation has been the lack of sufficient external support and collaboration. Some schools struggled to sustain the program due to funding shortages and minimal involvement from local stakeholders.

3. Improving Teacher Training and Professional Development. Teachers are at the heart of the NLC's success, yet many educators struggle with insufficient training, excessive workloads, and a lack of innovative teaching strategies to engage students effectively.

4. Ensuring Adequate Resource Allocation and Support. A significant concern across multiple schools was the lack of necessary instructional materials, learning spaces, and technological resources. These limitations affected the quality of learning experiences provided to students.

5. Refining DepEd Policies for Sustainability and Flexibility. Another challenge faced by many schools was the rigid structure of policies governing the NLC, which limited the ability of schools to adapt the program to their specific needs.

6. Strengthening Monitoring and Evaluation (M&E) Mechanisms. A lack of comprehensive monitoring systems has made it difficult for many schools to track student progress, measure teacher effectiveness, and assess the overall impact of the NLC.

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