

# Implementation Of the National Learning Camp in Umingan District

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**Abstract—** *A generational disaster must be prevented, and long-term rehabilitation must be promoted by prioritizing education as a public good. In this regard, the researcher employed the descriptive research method to ascertain the goals of the national learning camp's execution, as well as to help address the questions and pique the researcher's curiosity. Using stratified random sampling, fifty-two (52) teachers and seven (7) school heads in the Umingan District participated in this study. The teachers and school administrators who are in charge of carrying out, overseeing, and assessing the national learning camp's execution in its entirety are the respondents. Respondents were typically chosen based on their positions in order to guarantee adequate representation, with a sample size of at least 75% of the total population being the goal. The majority of respondents were female educators, according to the data, particularly those who were married, had master's degrees, had four to six years of experience, and were 46 years of age or older. The aspect of the national learning camp that was executed the best was the consolidation camp. Teachers engaged in group activities to enhance their collaboration and solidify students grasp of important ideas. Another is that a correlation exists between the profile factors and the level of practice at which the National Learning Camps are implemented. Finally, the study shows that, in contrast to sex, the factors that most strongly influence the level of practice in implementing National Learning Camps are age, civil status, years of service, and greatest educational attainment.*

**Indexed Terms—** *Happiness, Happiness Index, Sixth-Grade, Social Relationship, Teaching Learning Experiences*

## I. INTRODUCTION

Education systems need to adapt so as to become more inclusive, egalitarian, and strong. In order to achieve this, they must capitalize on the innovations and teamwork that this crisis has spurred and employ technology to the benefit of all pupils. UNESCO supports countries in mitigating the effects of school closures, compensating for learning losses, providing assistance to teachers, and adapting educational institutions, especially for vulnerable and disadvantaged groups. UNESCO supports countries in mitigating the effects of school closures, compensating for learning losses, providing assistance to teachers, and adapting educational institutions, especially for vulnerable and disadvantaged groups. On the other hand, disruptions to a child's education in the classroom could seriously impair their capacity to learn. As stated by Piper, et al (2020), the longer an impoverished child stays away from school, the less likely it is that they will return. The likelihood of primary school dropout is approximately five times higher for children from the poorest parents than for those from the richest. A student's absence from school increases the risk of teen pregnancy, child marriage, sexual exploitation, violence, and other problems. Resilience in an educational system is demonstrated by its capacity to adjust to and react to unanticipated obstacles. The Learning Recovery Program, implemented by the Department of Education (DepEd) in the Philippines under DepEd Order 13, S. 2023 is an example of this resilience in action as it tackles disruptions in the educational process brought on by international emergencies like the COVID-19 pandemic. The National Learning Camps concept is at the heart of this program. These camps provide focused interventions, individualized assistance, and different learning experiences in an effort to close the learning gaps caused by the pandemic. Traditional forms of schooling were drastically disturbed in the Philippines, as they were in many other countries. Crucial school-based initiatives like school dinners, vaccinations, and mental and psychological care are also impacted by long-term closures. They can also generate tension and worry since they disrupt routines and break relationships with peers. Children who are marginalized will suffer even more; these include

children from minority groups, children with disabilities, and children in institutions. They also include children who reside in nations where there is conflict or other ongoing crisis, as well as migrants, refugees, and internally displaced people. To protect children, teachers, staff, and their families, school reopenings must be secure and compliant with each nation's overall COVID-19 health response (UNICEF, 2020). Education is the cornerstone of both social progress and individual empowerment. The DepEd National Learning Recovery Program was created in order to lessen the effects of these disruptions and guarantee that education would continue. This program is to enhance reading and numeracy skills, hasten the accomplishment of the education goals, and fortify the department's learning recovery and continuity program. DepEd launched the National Learning Camp (NLC) in accordance with the MATATAG Agenda in order to narrow learning gaps and help K–12 students in all public elementary and secondary schools across the country meet learning requirements. The learners will be placed in one of three camps—enhancement camp, consolidation camp, or intervention camp—according to their individual needs. By offering more depth, breadth, and complexity in learning area competencies, the Enhancement Camp enhances learning for advanced learners. The Consolidation Camp, on the other hand, offers additional practice and application of previously taught competencies (Shukia, 2020). There are chances to find connections between ideas and abilities that span grade-level competences. On the other hand, learners who have not yet mastered the fundamentals of both mathematics and English are supported by the intervention camp. The importance of teachers in improving learning outcomes is reflected in the NLC's dual goals of improving learner performance and boosting teacher capacity. National learning camps are important for a number of reasons, particularly when considering the Learning Recovery Program and other related initiatives of the Department of Education (DepEd). These camps address specific needs and challenges that arise, particularly during crises such as the COVID-19 pandemic. Children's learning has suffered greatly as a result of disruptions caused by events like the COVID-19 epidemic. Njue (2020) contented that national Learning Camps provide targeted interventions to assist students in making up lost learning and bridging educational gaps. National Learning Camps aim to advance educational equity by offering extra assistance to children who may be more vulnerable to academic disparities. These camps help level the playing field by providing equal chances to everyone, regardless of socioeconomic background or location. The needs and learning interests of students

are diverse. Unlike traditional classroom environments, National Learning Camps offer customized support tailored to meet the specific requirements of every student. The comprehensive development of students—which encompasses not just academic performance but also socio-emotional and life skills—is a major focus of national learning camps. This approach promotes the growth of well-rounded individuals who are more prepared to handle challenges in the future. National Learning Camps are able to accommodate a variety of learning styles, capacities, and needs. They are designed to be inclusive so that students with linguistic difficulties or impairments can also utilize the services. Teachers have opportunities for professional development at the camps. By taking part in National Learning Camps, educators can enhance their methods in the classroom and adapt to changing learning environments, which will ultimately help the larger educational system. Because of their adaptability, National Learning Camps are a great tool for addressing a wide range of educational problems, including those resulting from unforeseen emergencies or natural catastrophes. Often following protracted periods of remote or disrupted schooling, these camps make use of dynamic and captivating instructional strategies to help children rediscover their love of learning. National Learning Camps offer extra educational tools and materials that aren't always readily available in traditional classroom settings. Students' knowledge can be expanded, and the learning process can improve as a result. Comprehensive, in-depth educational programs known as National Learning Camps are organized at the national level and typically function as a component of a country's educational framework. These camps provide a novel and innovative approach to enhancing learning for kids and, in certain cases, teachers. Their role in education is multifaceted, addressing a range of objectives and challenges. Students often have the opportunity to learn more during national learning camps than what is typically included in the normal curriculum. They might focus on certain subjects, fields of study, or themes, enabling students to go further into their areas of interest. National learning camps frequently teach 21st-century skills, including digital literacy, critical thinking, communication, and cooperation. These skills are necessary for students to flourish in the modern world, which is defined by advancements in technology and changing demands on the labor market. National Learning Camps are useful tools for recovering lost knowledge in the context of education recovery initiatives, like those started in the wake of the COVID-19 epidemic. They offer targeted assistance to students in order to help them make up for missed assignments and raise their academic standing.

Project-based and experiential learning techniques are often used in these summer camps, allowing students to apply what they have learned. This approach can foster creativity and a more thorough understanding of the material being studied. Every now and again, National Learning Camps provide instructors and students with professional development opportunities. Instructors can attend these camps to learn new pedagogical approaches, sharpen their classroom management skills, and stay up-to-date on the latest developments in education. At various national learning camps, students can engage in cultural and recreational activities while experiencing their nation's natural surroundings and cultural legacy. This expands their perspectives and provides a well-rounded educational experience. Please and Biyani (2022) stated that the demand for teachers to adapt 21st-century pedagogy is developing due to the dynamic and rapidly changing nature of the educational environment. This is caused by advancements in technology, changes in cultural expectations, and expanding employment requirements. The increasing importance of skills like critical thinking, teamwork, and other modern teaching methods makes this necessity more urgent. In the twenty-first century, technology has become ingrained in both daily life and the workplace. To adequately prepare students for the digital age, educators must adapt to technology-driven learning environments. With so much material readily available online, students need to hone their critical evaluation, analysis, and synthesis skills. In order to assist students in acquiring these skills, which enable them to manage challenging circumstances and provide informed decisions, teachers play a crucial role. In today's workplace, teamwork is highly valued, and effective communication is crucial. Teachers must help students learn how to work with people, exchange ideas, and communicate effectively, since these skills are useful in both the academic and professional spheres. In a world that is changing quickly, students must be adaptable and open to lifelong learning. Teachers who demonstrate this flexibility in accepting change, lifelong learning, and skill improvement are an inspiration to their students. Children need to understand and respect different cultures and points of view because everything is interconnected. To better prepare children for a world that is becoming more and more global, educators should integrate empathy and a global viewpoint. Experiential learning, in which students learn by doing and applying their knowledge, is prioritized in modern pedagogy (Saputro and Murdiono, 2020). Teachers must facilitate these actual contacts in order to improve learning. Teachers have an obligation to encourage their pupils to be creative problem solvers in a world full of intricate problems. Pupils who develop these skills are more equipped to

foster creativity and solve challenges. The one-size-fits-all approach to education is being replaced with personalized learning. Teachers must adapt their lessons to each student's needs and preferences in order to enhance learning outcomes. In the classroom of the twenty-first century, there is an increasing concern for students' resilience and overall wellbeing. It is the responsibility of educators to develop students' emotional intelligence as well as their resilience and mental health. In addition, they can aid in teaching children about environmental sustainability and social responsibility, two important concepts as we combat social injustice and climate change. To sum up, 21st-century education places an emphasis on skills that go beyond traditional subject matter. David, et al (2024) believed that teachers need to adapt to these new educational priorities in order to prepare students for a future where success will demand critical thinking, teamwork, flexibility, and a broad range of competencies to thrive in a continuously changing environment. Teachers must help pupils develop these skills if they are to shape education in the future. The Department of Education (DepEd) has committed to a learning recovery program to remediate learning losses resulting from, among other things, the COVID-19 epidemic. The findings of international large-scale assessments (ILSAs) and national achievement tests (NATs) demonstrate the need for more instructional support to improve students' academic performance. When it comes to learning and rehabilitation, teachers are essential. DepEd must therefore assist teachers in imparting knowledge and helping students acquire higher-order thinking abilities, such as problem-solving techniques. The National Learning Camp (NLC) was launched during the 2022–2023 End-of-School Year (EOSY) break with the goal of enhancing teacher competence and improving learner outcomes. Teachers must be equipped with the pedagogical knowledge, content, and abilities needed for the NLC. After DO 42, s. In 2017, the Philippine Professional Standards for Teachers (PPST) will serve as the framework for teacher capacity building. LAC and other activities were used to create collaborative competence on two days per week. The main objectives of the LAC sessions were lesson planning and review, the exchange of effective teaching techniques and strategies, the creation of instructional materials, and the discussion of various teaching-related issues. Improving the process of teaching and learning as well as encouraging educators to pursue ongoing professional development are the objectives. Starting in 2019, the NLC will provide teachers with chances for job-embedded learning, wherein they can integrate newly gained knowledge and skills directly into their teaching practice. Work-integrated learning encourages introspective practice, teamwork among

coworkers, and the investigation of novel pedagogical strategies (Belandres, 2023). Teachers can address issues in real time, improve their techniques, and become more effective at meeting the various requirements of students through this immersive learning experience.

II. METHODOLOGY

To address the questions and fulfill the researcher's objectives, the researcher employed the descriptive research approach. Since the research mostly required describing, analyzing, and interpreting the respondents' profiles with regard to their greatest level of education and number of years of service, the descriptive approach was chosen. This study will also describe the level of practice JHS teachers have in terms of professional collaboration and pedagogical skills when implementing national learning camps. Using stratified random sampling, fifty-two (52) teachers and seven (7) school heads in the Umingan District participated in this study. The teachers and school administrators who are in charge of carrying out, overseeing, and assessing the national learning camp's execution in its entirety are the respondents. The respondents' profile was ascertained by calculating the frequency count and percentage. In contrast, a weighted mean was used to calculate the level of practice in the execution of national learning camps. Regression analysis was then employed to examine the association between the profile variables and the degree of national learning camp implementation.

III. RESULTS AND DISCUSSIONS

Table I. Profile of the Respondents

Profile Variables	Variable Category	Frequency	Percentage
Group of Respondents	Teacher	52	88.14
	School Head	7	11.86
	<b>Total</b>	<b>59</b>	<b>100</b>
Age	25 and below	6	10.20
	26 - 30	13	22.00
	31 - 35	12	20.30
	36 - 40	8	13.60
	41 - 45	7	11.90
	46 and above	13	22.00
<b>Total</b>	<b>59</b>	<b>100</b>	
Sex	Male	23	39.00
	Female	36	61.00
	<b>Total</b>	<b>59</b>	<b>100.00</b>
Civil Status	Single	20	33.90

	Married	37	62.70
	Widowed	2	3.40
<b>Total</b>		<b>59</b>	<b>100</b>
Highest Educational Attainment	College Grad	3	5.10
	w/ MA Units	30	50.80
	MA Graduate	17	28.80
	w/ EdD Units	2	3.40
	EDD Graduate	7	11.90
<b>Total</b>		<b>59</b>	<b>100</b>
Years of Service	0-3 yrs.	12	20.30
	4-6	14	23.70
	7-9	13	22.00
	10-15	9	15.30
	16 yrs. and above	11	18.60
<b>Total</b>		<b>59</b>	<b>100</b>

Table 1 shows the individual profile, which can be further understood by analyzing the tables above. It includes the group of respondents, age, sex, marital status, highest level of education attained, and years of service. With a frequency count of 52, or 88.14%, teachers made up the bulk of survey respondents, according to the data presented. On the other hand, with a frequency count of 7, the group of school heads accounted for 11.86% of all respondents. This suggests that instructors filled out the survey mainly because they are more visible in schools and are involved in day-to-day operations. Age-wise, the majority of respondents (13, or 22%) were between 26 and 30 and 46 and older. However, with only 7, or 11.90%, the age group of 41-45 had the lowest frequency count. It follows that the majority of teachers are either older—46 and up—or between the ages of 26 and 30. The typical career path in education, which places younger people in teaching and older people in senior or administrative posts, may help to explain this pattern. 36, or 61%, of the 59 respondents were female and had the greatest frequency count, whereas 23, or 39%, of the respondents were male. Due to the fact that there are more women working as teachers, this suggests that the majority of respondents are female instructors. At 37, or 62.70%, the largest frequency count of respondents, the majority were married. Furthermore, two respondents (3.40%) were widowed, and 20 respondents (33.90%) were single. The majority of respondents are married, according to this tabulation that is shown in a table. A number of variables, including stability, cultural norms, and individual preferences, may be responsible for this frequency. The majority of respondents (50.80%) reported having obtained MA units, with frequency count 30 being the greatest count. In contrast, EdD units had the fewest replies (only two, or 3.40% of the total), making up the lowest frequency count. This

suggests that the majority of respondents had MA units. The superior application and practicality of MA units may account for the respondent's preference for them over EdD units. The largest group of responses, or 23.70%, are those with 4-6 years of service—14 people in all. With a frequency count of 9, or 15.30%, those with 10 to 15 years of service had the fewest numbers. According to this distribution, the majority of teachers served between the ages of 4-6. This could be the result of the education sector's employment practices, retirement rates, or turnover rates making newer instructors more common.

Table 2. Summary Result on the Extent Practice in the Implementation Level of National Learning Camp

Indicators	WM	Description
Enhancement Camp	4.56	Very
		Extensive
Consolidation Camp	4.72	Very
		Extensive
Intervention Camp	4.62	Very
		Extensive
Overall Weighted Mean	4.63	Very Extensive

The National Learning Camps implementation level summary result is shown in Table 2, and it is quite comprehensive, with an overall weighted mean result of 4.63. Consolidation camp has the highest mean of the three variables, according to the results, because it fosters cooperation via cooperative activities that aid in problem-solving abilities. The weighted mean of Enhancement Camp is 4.56, the lowest of the three indicators, but it is still below the Very Extensive threshold.

Table 3. Difference of the Profile Variables to the Extent of Practice in the Implementation of National Learning Camp

Profile Variables	F Test	P-Value	Significance
Sex	0.04	0.97	Not significant
Age	7.11	0.00	Significant
Civil Status	19.64	0.00	Significant
Highest Educational Attainment	34.42	0.00	Significant
Number of Years of Service	3.07	0.00	Significant

Using F-tests and p-values to assess statistical significance, Table 3's data shows the association between different profile factors and the degree of experience in implementing National Learning Camps. With a p-value of 0.97 and an F-test value of 0.04, the sex variable is not significant, suggesting that there are no appreciable differences in implementation techniques between individuals who are male and female. This result is consistent with prior research showing that gender is not a major factor in students' participation in educational practices. On the other hand, age shows a significant difference (p-value 0.00, F-test value 7.11). This shows that the amount of practice in running learning camps is highly influenced by age. Elderly participants could benefit from their wealth of expertise, which would lead to more efficient procedures. the relationship between professional efficacy and age that is good in learning environments. There is a significant difference in civil status as well (F = 19.64, p = 0.00). This can be because different civil statuses have different personal obligations and responsibilities that affect one's capacity to participate in professional activities (Carciotto and Ferraro, 2020). The state of one's marriage and other personal affairs can have a big impact on one's performance and engagement at work. The greatest educational attainment shows the biggest difference (F = 34.42, p = 0.00), suggesting that people with greater education have a tendency to use learning camps more frequently. Higher education credentials improve theoretical knowledge and pedagogical abilities, which improve the execution and practice of education. Furthermore, the years of service had a significant effect (F = 3.07, p = 0.00), indicating that experience is a critical component in the successful execution of learning camps. Dryden-Peterson (2023) believed that teachers with more experience have probably improved their methods over time. In summary, age, civil status, years of service, and greatest educational attainment had a greater impact on learning camp implementation than sex. These results illustrate the intricate interplay between personal and professional traits in defining educational practices, underscoring the significance of taking into account a variety of profile elements when implementing instructional programs.

Table 4. Relationship of the Profile Variables to the Extent of Practice in the Implementation of National Learning Camp

Profile Variables	R	R <sup>2</sup>	P-Value	Significance
Sex	0.718	0.516	0.118	Not Sig
Age	0.553	0.306	0.704	Not Sig

Civil Status	0.612	0.374	0.613	Not Sig
Highest Educational Attainment		0.506		
Number of Years of Service	0.711		0.137	Not Sig
		0.323		
	0.569		0.701	Not Sig

Table 4 employs correlation coefficients (R), coefficients of determination (R<sup>2</sup>), and p-values to assess significance as it examines the relationship between a number of profile factors and the degree of practice in the execution of National Learning Camps. With a p-value of 0.118 and a correlation coefficient (R) of 0.718 and an R<sup>2</sup> of 0.516 for the variable of sex, there is no discernible association. This implies that gender has no discernible impact on how learning camps are run. This result is consistent with recent studies showing that professional practices in educational contexts are often unaffected by gender disparities. Likewise, age exhibits no significant link, with a correlation coefficient of 0.553, an R<sup>2</sup> of 0.306, and a p-value of 0.704. This finding contradicts prior research that suggests experience—which is frequently associated with age—can improve instructional methods. Instead, it suggests that other factors might be more important in this situation, attenuating the impact of age. Additionally, there is no significant association between civil status and R, which is 0.612, R<sup>2</sup> is 0.374, and p is 0.613. This research implies that civil status alone does not significantly affect the scope of the implementation of learning camps, notwithstanding the possible impact of personal responsibilities on professional involvement. With a p-value of 0.137, a correlation coefficient of 0.711, and an R<sup>2</sup> of 0.506 for the highest educational attainment, there is no discernible association. This discovery is interesting given that increased educational degrees are frequently linked to improved teaching skills, implying that in this particular situation, educational attainment may not be a crucial predictor. Finally, the number of years of service had no significant link (R = 0.569, R<sup>2</sup> = 0.323, p = 0.701). This finding is unexpected because professional experience is often associated with improved teaching techniques, implying that other unmeasured variables may be influencing implementation strategies which was also observed in the study of Soria (2024). While individual profile variables such as gender, age, civil status, highest educational attainment, and years of service have no significant relationships with the extent of practice in implementing National Learning Camps, it is critical to consider the potential interaction of multiple factors

and other unmeasured influences (Maguate, et al 2024).

### CONCLUSION

The study found that the majority of respondents are female educators, particularly those who are 46 years old or older, have four to six years of experience, are married, and hold master's degrees. Their dedication and competence demonstrate how crucial it is for women to serve as educators, contributing to the stability and integrity of the educational system. The consolidation camp was the best-executed aspect of the national learning camp. Teachers engaged in group exercises to increase their comprehension of essential ideas and teamwork. This demonstrates the importance of consolidation camps in encouraging cooperative learning and consolidating key classroom concepts. The profile characteristics are related to the extent of practice at the National Learning Camp implementation level. According to the findings, age, civil status, highest educational attainment, and years of service all have a substantial impact on the extent to which National Learning Camps are implemented, although gender does not. These findings highlight the need to take into account a variety of instructor profiles when implementing learning camps to improve their efficacy. The study shows that there is no significant association between the profile characteristics (sex, age, civil status, greatest educational attainment, and years of service) and the level of practice in implementing National Learning Camps. These findings imply that other factors not included in this study may play a more important role in impacting the effectiveness of learning camp implementation.

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