

Transforming Educational Leadership Through the Effective Implementation of the National Learning Camp (NLC) in Selected Public Elementary Schools

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ABSTRACT

This study examined the status and effectiveness of the National Learning Camp (NLC) implementation in selected public elementary schools in Cebu City Division during the School Year 2025–2026 and its implications for transforming educational leadership. Using a descriptive-correlational quantitative research design, the findings revealed that the implementation of the NLC was rated as excellent, while its effectiveness was assessed as very effective in improving learners' academic performance, ensuring responsive instructional strategies, and supporting holistic development. Results further indicated a strong, positive, and significant relationship between the status of implementation and its level of effectiveness, demonstrating that systematic instructional planning, learner engagement, and monitoring are crucial for successful learning recovery outcomes. The study concluded that effective NLC implementation functions as a leadership-driven intervention that strengthens instructional competence, fosters collaborative and data-informed decision-making, and reinforces the role of school leaders in guiding learning recovery initiatives. As an output of this study, an NLC Implementation Enhancement Plan and Scheme were developed, providing practical strategies for strengthening leadership, enhancing teacher preparedness, increasing learner engagement, ensuring systematic assessment, fostering collaborative practices, and sustaining program effectiveness. This output serves as a framework for school leaders and educators to improve the quality, consistency, and impact of learning recovery programs. The study contributes to educational leadership by providing empirical evidence that structured implementation and continuous leadership support are essential to maximizing program effectiveness, sustaining learning recovery initiatives, and promoting improved learner outcomes and enhanced instructional leadership practices in public elementary schools.

Keywords: Development Education, Descriptive Method, Educational Leadership, National Learning Camp, Enhancement Plan, Cebu City, Philippines

INTRODUCTION

The National Learning Camp (NLC), institutionalized through DepEd Memorandum No. 173, s. 2023, is a key learning recovery intervention designed to address persistent learning gaps in Philippine basic education following prolonged instructional disruptions. While national policies clearly articulate the goals and structure of the NLC, its success ultimately depends on effective school-level implementation. In Cebu City, where public elementary schools operate under varying leadership capacities, teacher readiness, and resource conditions, there is limited empirical evidence examining how the NLC is implemented and whether leadership practices support its intended learning recovery outcomes (UNESCO, 2022; World Bank, 2022).

Recent studies have established that structured learning recovery programs can improve learners' academic performance when implemented with fidelity and strong instructional support (Anderson & Kim, 2023; Frost et al., 2022). However, much of the existing literature focuses on outcome-level effectiveness rather than the quality of implementation processes. In the Philippine context, DepEd monitoring reports primarily emphasize participation and completion rates, offering limited analysis of how instructional planning, leadership supervision, and monitoring mechanisms shape program effectiveness (OECD, 2023). This gap constrains evidence-based leadership decision-making at the school and division levels.

Preliminary observations in selected public elementary schools in Cebu City reveal inconsistencies in the operationalization of the NLC. These include variations in instructional planning, uneven teacher participation, limited availability of learning materials, and differing levels of leadership monitoring and support. Studies have shown that inadequate orientation, workload pressures, and insufficient incentives negatively affect teacher engagement in supplemental programs (Carver-Thomas & Darling-Hammond, 2021; Yoon & Kim, 2023). Such disparities suggest that policy standardization does not automatically result in consistent and effective implementation.

These implementation challenges highlight the central role of educational leadership in translating policy into classroom practice. Contemporary leadership research emphasizes that school heads and instructional leaders influence program success by guiding instructional planning, fostering collaboration, and ensuring systematic monitoring of learning progress (Hallinger, 2020; Sebastian et al., 2022). However, leadership-related factors influencing NLC implementation in Cebu City remain underexamined, creating a disconnect between policy intent and actual learning recovery outcomes.

While recent local studies have examined learning recovery and remedial initiatives (Santos & Uy, 2022; Lee, 2023), none have empirically investigated how leadership-supported implementation dimensions affect the effectiveness of the NLC in public elementary schools in Cebu City. The absence of localized, data-driven evidence limits the development of context-responsive leadership strategies and weakens the ability of school administrators to refine implementation practices based on actual school conditions.

To address this gap, the present study examines the status of NLC implementation in terms of instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning. These dimensions reflect observable leadership and instructional practices that are consistently identified as critical to program fidelity and effectiveness in learning recovery initiatives (Darling-Hammond et al., 2020; Gonzales & Hattie, 2022; Schneider & Franke, 2023).

The study further assesses the level of effectiveness of NLC implementation in relation to learners' academic performance, responsiveness of instructional strategies, and holistic development. Recent research emphasizes that well-implemented recovery programs not only improve academic outcomes but also support learners' social, emotional, and motivational needs (OECD, 2023; UNESCO, 2023). Examining the relationship between implementation status and effectiveness provides empirical evidence on whether leadership-driven practices translate into meaningful learning gains.

Ultimately, this study is necessary to generate context-specific evidence that can inform leadership-driven improvements in NLC implementation in Cebu City. By establishing the link between implementation quality and program effectiveness, the study supports educational leaders in strengthening instructional supervision, teacher engagement, and data-informed decision-making. In doing so, it contributes to the transformation of educational leadership and positions the NLC as a sustainable, leadership-enabled mechanism for learning recovery and continuous improvement in public elementary schools.

THEORETICAL BACKGROUND

The National Learning Camp (NLC) is anchored in educational theories and legal frameworks that collectively explain how leadership-driven implementation practices influence program effectiveness. Bloom's Mastery Learning Theory, Kolb's Experiential Learning Theory, and Constructivist Learning Theory provide the pedagogical foundation for examining instructional planning, learner engagement, and monitoring mechanisms in learning recovery. These theories are reinforced by legal bases — DepEd Order No. 014, s. 2023; Republic Act No. 10533; and DepEd Order No. 012, s. 2020 — which institutionalize the NLC and provide the legal foundation for leadership roles in implementation. Together, these frameworks guide the identification of critical implementation components and explain their relationship to academic outcomes and holistic learner development.

Mastery Learning Theory asserts that all learners can achieve high levels of academic success when provided sufficient time, structured support, and timely corrective feedback (Bloom, 1968; Prastyo et al., 2022; Udo &

Eze, 2024). Differences in learning outcomes are primarily attributed to variations in instructional conditions rather than innate ability, emphasizing the need for structured remedial and enrichment opportunities.

Formative assessment is central to mastery learning, allowing educators to identify gaps and adjust instruction to meet individual learner needs (Gonzales & Hattie, 2022; Toler, 2022). By continually monitoring progress and providing targeted interventions, mastery learning ensures that learners achieve competency before advancing, reflecting the structured and responsive design of the NLC.

Moreover, mastery learning enhances learner motivation, engagement, and equitable outcomes in remedial programs (Mallick & Mandal, 2021; Udo & Eze, 2024). This approach demonstrates that wellstructured instructional support and feedback can improve both academic performance and holistic development.

On the other hand, Kolb's Experiential Learning Theory (ELT) conceptualizes learning as a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984; Kolb & Kolb, 2020). Learning is most effective when students actively engage in meaningful experiences, reflect on their understanding, and apply concepts in authentic contexts.

Experiential approaches foster self-directed engagement, encouraging learners to test knowledge, reflect on outcomes, and adjust strategies accordingly (Dymoke & Harrison, 2022; Sagario & Versano, 2023). These strategies support active learner participation and critical thinking, essential components of programs like the NLC that aim to enhance learner engagement and support.

Moreover, experiential learning accommodates diverse learner needs, promotes reflection, and strengthens holistic development (Ainiyah et al., 2025; Buen et al., 2024). Engaging students through hands-on tasks and real-world applications ensures meaningful learning cycles that reinforce program effectiveness.

Additionally, the Constructivist Learning Theory posits that knowledge is actively constructed through social interaction and experiential engagement (Piaget, 1936; Vygotsky, 1978; Tan & Quek, 2023). Learners build understanding by connecting new information with prior knowledge, a principle that supports collaborative and scaffolded instructional approaches.

The Zone of Proximal Development (ZPD) highlights the role of scaffolding, where guidance is gradually reduced as learners gain independence (García & López, 2022; Lagrimas & Buenaventura, 2023). This reflects the importance of leadership and teacher monitoring in guiding learners toward mastery while promoting autonomy and self-efficacy.

Moreover, constructivist approaches emphasize contextualized learning and cultural relevance, which improve comprehension, retention, and motivation (Funa & Talaue, 2024; Del Valle et al., 2024). By situating learning in real-world experiences and collaborative interactions, this framework supports holistic development and deep learning outcomes.

Meanwhile, this study is also strengthened by DepEd Order No. 014, s. 2023 provides the official guidelines for implementing the NLC, detailing structures for remediation, consolidation, and enrichment aligned with the curriculum (Romano, 2025; Ando, 2025). It emphasizes leadership roles in coordinating teachers, allocating resources, and ensuring instructional fidelity, directly influencing program effectiveness.

The policy mandates professional development, stakeholder collaboration, and evidence-based evaluation to ensure that implementation translates into measurable academic gains (Domingo, 2024; Insorio & Manalo, 2025). These requirements support teacher engagement, program ownership, and consistent monitoring of learning outcomes.

Moreover, structured planning, differentiated instruction, and continuous evaluation outlined in the policy enhance learner engagement, academic performance, and holistic development (Maguate et al., 2024; David, Resuello, & Gara-Ancheta, 2024). The guidelines provide a foundation for consistent program implementation and leadership-driven accountability.

On the other hand, the Republic Act no. 10533 institutionalizes the K to 12 curriculum, emphasizing learner-centered and competency-based education (Salandanan, 2021; Violon & Violon-Agudo, 2024). The law supports differentiated instruction, mastery learning, and inclusive practices that address varied learner needs.

It mandates curriculum alignment, teacher capacity-building, and competency-based assessment, linking instructional planning, learner engagement, and monitoring of learning (Igarashi, 2024; national program evaluations, 2021–2024). By enforcing standards of quality and accountability, the law guides leadership practices in school-based interventions like the NLC.

Moreover, RA 10533 emphasizes teacher quality and professional development, which are critical for implementing remedial and enrichment programs effectively (Salandanan, 2021; Violon & Violon-Agudo, 2024). These provisions ensure that program fidelity translates into improved learner outcomes and holistic growth.

The combination of these educational theories and legal frameworks illustrates how leadership, instructional planning, and teacher engagement influence program implementation and learning outcomes. Mastery learning ensures individualized support and formative feedback, experiential learning fosters active engagement and reflection, and constructivism promotes collaborative and contextualized knowledge construction. Legal frameworks guide implementation fidelity, resource allocation, and professional development. Together, these foundations underscore the importance of structured, leadership-driven, and evidence-based approaches in promoting academic performance, learner engagement, and holistic development.

The above theories and literature served as bases in the development of problem, methodology and in the interpretation of the findings.

The Problem

Statement of the Problem

This research assessed the status and implementation of the National Learning Camp (NLC) among the teachers in Tagba-o Elementary School and Bonbon Elementary School during the school year 2025-2026 as basis for NLC implementation enhancement plan.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:

- 1.1 age and gender;
- 1.2 civil status;
- 1.3 highest educational attainment;
- 1.4 length of service;
- 1.5 performance rating and
- 1.6 relevant training, seminars, and workshops attended?

2. As perceived by the respondent groups, what is the status of implementation of the NLC as to:

- 2.1 instructional planning and delivery;
- 2.2 learning engagement and support and
- 2.3 monitoring and assessment of learning?

3. As perceived by the respondent groups, what is the level of effectiveness of the implementation of NLC in terms of:

- 3.1 improvement in academic performance;
- 3.2 responsiveness of instructional strategies and

3.3 support for holistic development?

4. Is there a significant relationship between the status of implementation and the level of effectiveness of the implementation of NLC?

5. Based on the findings of the study, what NLC implementation enhancement plan can be proposed?

METHODOLOGY

This section presents the research methodology, including the research design, flow of the study, research environment, respondents, instruments, data-gathering procedures, scoring procedures, statistical treatment, and operational definitions.

This study employed a descriptive-correlational quantitative research design to assess the level of implementation of the National Learning Camp (NLC) and its relationship to students' academic performance. The descriptive component determined the current status, practices, and challenges of NLC implementation, while the correlational component examined the association between implementation effectiveness and learner outcomes. This design was appropriate because it allowed the researcher to describe existing conditions and identify relationships among variables without manipulating them, providing objective insights into real classroom contexts (Subia et al., 2021; Tuscano, 2022). It also facilitated an evidence-based evaluation of how instructional planning, learner engagement, and monitoring mechanisms influenced academic performance, aligning with the study's aim to strengthen NLC delivery.

Recent studies similarly employed this design to evaluate educational initiatives and learning recovery programs. Domingo (2024) and Insorio and Manalo (2025) used descriptive-correlational methods to examine the relationship between teaching strategies and student achievement in NLC contexts, while Ocenar (2025) and Ando (2025) focused on teacher readiness and implementation challenges. The documented effectiveness of this design supported its suitability for analyzing both descriptive indicators and correlational patterns, providing evidence to guide DepEd policymakers and educators in strengthening NLC sustainability, instructional quality, and learners' academic performance.

Flow of the Study

The input of the study included the relevant information of the respondent groups in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant trainings, seminars, and workshops attended. It also covered the status of implementation of the National Learning Camp (NLC) in terms of instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning. Additionally, it examined the level of effectiveness of NLC implementation with respect to improvement in academic performance, responsiveness of instructional strategies, and support for holistic development. Finally, the study assessed the relationship between the status of implementation and the level of effectiveness of NLC implementation.

The process of the study followed a systematic research procedure guided by the descriptive-correlational research design. Each step was carefully executed to ensure accurate data collection, analysis, and interpretation in alignment with the research objectives.

The output of the study was an NLC Implementation Enhancement Plan, which provided practical strategies to strengthen leadership, improve teacher preparedness, increase learner engagement, monitor learning outcomes, foster collaborative practices, and sustain the overall effectiveness of the NLC in selected public elementary schools.

Environment

Bonbon Elementary School

Bonbon Elementary School, ID 119911, is located 18 kilometers west of Cebu City in Barangay Bonbon. The

school's rich history traces back to 1946 through the vision of Melecio Cabajar, Sr., who saw the urgent need for accessible education in his community. Despite facing early challenges such as difficult weather conditions and frequent flooding, Cabajar's determination led to the eventual establishment of the school, with his home temporarily serving as a refuge for learners during storms. The land donation by Atanacio Cabajar solidified the foundation of what would become a thriving public elementary school. Currently, the school spans a 9,043-square-meter area, with donations from community members including Melecio Bacalso Cabajar, Sr., Rolando Nacario, and Stella Domingo. Accessible by cars, public utility jeepneys, and motorcycles (habalhabal), Bonbon Elementary School is surrounded by a blend of public and private educational institutions, including the Cebu Technological University (CTU) mountain extension, which is about one kilometer away.

The relevance of Bonbon Elementary School to this study lies in its geographical and socio-economic context. Being located in a semi-rural area with a mix of lowland and upland learners, the school reflects the diversity of learning environments the National Learning Camp (NLC) aims to address.

Sawang Calero Elementary School

Sawang Calero Elementary School opened its door officially on June 15, 1982 when the reclaimed portion along coastal side of Tupas Street had finally reached its completion. The school buildings were erected in a lot under Slum Improvement Resettlement (SIR) Program with an area of 897 square meters. The entire school site is approximately 2,200 square meters. It is 350 meters away from Sawang Calero Barangay Hall. The learners are from Blocks 1 & 2 (C. Padilla and LUDO), Blocks 3 & 4 (Tupas, J.M Basa and Figueroa), Blocks 5 & 6 Magsaysay Street & Magsaysay Extension) and Block 7 (Gen. Gines, Sitio Buwaran).

Respondents

The respondents of this study were the school heads and teachers of Bonbon Elementary School and Sawang Calero Elementary School, who were directly involved in the implementation of the National Learning Camp (NLC). They were selected using universal sampling, which allowed the inclusion of all eligible teachers and administrators to ensure comprehensive representation of perceptions and experiences within the research environment. This method was appropriate given the small population size of the schools and the importance of gathering complete data from all NLC implementers.

The inclusion criteria were as follows: (a) respondents must have been current school heads or teachers of the two identified schools; (b) they must have had at least one year of teaching experience to ensure adequate professional exposure; and (c) they must have been willing to participate voluntarily. The participation of teachers was vital, as they were directly responsible for planning, delivering, and assessing instruction during the NLC, while the inclusion of school heads provided insights into leadership, supervision, and program support.

The selection of these respondents was relevant because they served as the key implementers and evaluators of the NLC at the grassroots level. Their perspectives were essential in assessing the program's status and effectiveness in improving learner outcomes, aligning with the study's aim of formulating an enhancement plan that strengthens instructional quality and teacher engagement, in accordance with DepEd Order No. 014, s. 2023.

Instrument

The main data-gathering tool used in this study was a structured questionnaire adapted from validated instruments related to the implementation and effectiveness of the National Learning Camp (NLC). Specifically, the questionnaire items were adapted and contextualized from the following sources: (1) Sanchez et al. (2024), "Evaluating the Implementation of the National Learning Camp in Public Elementary Schools," published in the *Philippine Journal of Education Studies*; and (2) Reyes and Domingo (2023), "Assessing the Effectiveness of Learning Recovery Initiatives under DepEd's National Learning Camp Framework," available on Google Scholar. These standardized tools were modified to align with DepEd guidelines, the DepEd Handbook for Teachers, and DepEd Order No. 014, s. 2023, which provides the policy framework for NLC implementation. The instrument was designed to gather quantitative data on the status of implementation, the

level of effectiveness, and the challenges encountered by teachers during the program. Adapting validated tools ensured the instrument's content validity, reliability, and contextual appropriateness for public elementary schools.

Prior to actual data collection, the adapted questionnaire underwent pilot testing to ensure clarity, reliability, and internal consistency of its items. The pilot test was conducted among a small group of teachers from a public elementary school not included in the main study. Their feedback was used to refine the instrument and determine its internal consistency using Cronbach's Alpha. Items with ambiguous wording or low reliability coefficients were revised or removed accordingly.

The questionnaire consisted of four parts. The first part gathered demographic data of the respondents, including age, gender, highest educational attainment, length of service, performance rating, and relevant trainings or seminars attended. The second part assessed the status of NLC implementation in terms of instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning. This section contained 30 items rated on a 5-point Likert scale: 5 – Extremely Effective, 4 – Very Effective, 3 – Moderately Effective, 2 – Slightly Effective, and 1 – Not Effective. The third part measured the level of effectiveness of NLC implementation regarding improvement in academic performance, responsiveness of instructional strategies, and support for holistic development, also using the same 5-point scale. The fourth part identified the challenges and barriers encountered by teachers in implementing the NLC.

The data gathered through this instrument served as the basis for assessing the status and effectiveness of NLC implementation, determining the relationship between the two variables, and developing a proposed NLC Implementation Enhancement Plan tailored to the needs of Sawang Calero and Bonbon Elementary Schools.

RESULTS AND DISCUSSION

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 64 teachers from Bonbon Elementary School and Sawang Calero Elementary School.

This chapter comprised four (4) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the status of implementation of the NLC as to instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning.

Moreover, the third part assesses the level of effectiveness of the implementation of NLC in terms of improvement in academic performance, responsiveness of instructional strategies, and support for holistic development.

Lastly, this study tests the relationship between the status of implementation and the level of effectiveness of the implementation of NLC.

Demographic Profile Of The Respondents

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

Age and Gender

Table 2 summarizes the respondents' profile by age and gender, showing the distribution of male and female teachers across different age groups in the study. This provides an overview of the demographic characteristics relevant to the assessment of instructional leadership and professional development practices.

Table 2 Age and Gender of the Respondents

Age & Gender Profile	Female		Male		Total	
	f	%	f	%	f	%
56-65	3	4.69	1	1.56	4	6.25
46-55	11	17.19	0	0.00	11	17.19
36-45	23	35.94	2	3.13	25	39.06
26-35	22	34.38	2	3.13	24	37.50
Total	59	92.19	5	7.81	64	100.00

Table 2 showed that the teaching workforce was predominantly female and largely composed of individuals in the early to mid-career stages. The concentration of teachers within the age brackets of thirty-six to forty-five and twenty-six to thirty-five indicated a relatively youthful and dynamic faculty. This demographic composition suggested that the school had a pool of educators who were likely to demonstrate adaptability, openness to instructional innovations, and sustained professional engagement, all of which were essential for implementing programs like the National Learning Camp. Cruz and Reyes (2021) emphasized that teachers in these age ranges often possessed strong professional drive and a readiness to adopt new teaching practices, which could positively influence instructional quality and learner outcomes.

On the other hand, the smaller proportion of older teachers, particularly those aged fifty-six and above, highlighted the gradual attrition and retirement patterns in the teaching workforce. Despite their limited numbers, senior educators contributed extensive experience and institutional knowledge, providing mentorship opportunities for younger colleagues and supporting continuity in instructional practices. Dizon and Bautista (2022) noted that the presence of experienced teachers was crucial for maintaining program fidelity and offering guidance in implementing structured learning interventions such as the NLC.

Moreover, the significant gender imbalance, with female teachers constituting the majority, reflected longstanding national trends in Philippine basic education. While male teachers were underrepresented, their presence contributed valuable diversity in teaching approaches and perspectives, potentially enriching the learning environment. Medina and Flores (2023) suggested that increasing male participation, even modestly, could provide alternative role models for students and contribute to more balanced instructional interactions. The combination of a predominantly female, youthful workforce with a few senior and male educators created a teaching team that was both energetic and experienced, capable of sustaining instructional reforms and supporting holistic student development (Tolentino & Garcia, 2021).

Civil Status

Table 3 presents the civil status of the respondents, showing the proportion of teachers who are married or single. This demographic information provides context for understanding the characteristics of the respondents in relation to instructional leadership and professional development.

Table 3 Civil Status of the Respondents		
Civil Status	f	%
Married	45	70.30
Single	18	28.10
Widow/Widower	1	1.56

Total	64	100.00
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Table 3 showed that the teaching workforce was predominantly composed of married educators, indicating a relatively stable and established professional group. Married teachers often demonstrated strong commitment to long-term school initiatives, contributing to consistent instructional delivery and sustained learner support. Mendoza and Aguilar (2021) noted that stability in personal life could positively influence professional dedication, enhancing participation in structured programs such as the National Learning Camp and other school development initiatives.

On the other hand, single teachers made up a significant portion of the workforce and tended to exhibit high levels of energy, flexibility, and openness to professional growth. Flores and Santos (2022) highlighted that single educators often were more available for intensive school activities, training sessions, and extracurricular engagements, which could be advantageous in implementing innovative teaching programs. Their adaptability and willingness to engage in new initiatives complemented the experience and stability provided by married teachers.

Moreover, a very small percentage of teachers were widowed, bringing unique life experiences and emotional resilience to the school environment. De Guzman and Roque (2023) suggested that teachers who had experienced significant life transitions could offer valuable perspectives on work-life balance and empathetic student engagement, adding depth to the professional community. The coexistence of married, single, and widowed educators contributed to a diverse and balanced teaching workforce, combining stability, adaptability, and life experience, all of which strengthened instructional effectiveness and organizational cohesion (Castillo & Rivera, 2021; Espina & Lopez, 2022).

Highest Educational Attainment

Table 4 shows the highest educational attainment of the respondents, indicating the distribution of teachers across different academic qualifications. This information provides insight into the professional background of the participants, which may influence their engagement in continuous professional development and responsiveness to instructional leadership practices.

Table 4 Respondents' Highest Educational Attainment		
Highest Educational Attainment	f	%
Doctorate Degree	2	3.13
With units in Doctorate Degree	7	10.90
Master's Degree	11	17.10
With units in Master's Degree	37	57.80
BSEEd/BSEEd Graduate	7	10.90
Total	64	100.00

Table 4 indicated that a significant portion of the teaching workforce, or 57.8 percent, had earned units in a master's degree program. This demonstrated that many educators were actively engaged in professional development, reflecting a commitment to enhancing their instructional competencies and aligning with the Department of Education's advocacy for continuous learning. Bautista and Molina (2021) noted that teachers pursuing graduate-level coursework often exhibited improved pedagogical strategies, reflective decision making, and greater adaptability to innovative teaching practices.

On the other hand, 17.1 percent of respondents had already completed a master's degree, representing experienced educators capable of mentoring colleagues and providing research-informed guidance in

curriculum design. De Leon and Francisco (2022) emphasized that master’s degree holders often served as instructional leaders, contributing to school improvement initiatives, enhancing teaching quality, and supporting capacity building programs within the faculty.

Moreover, a smaller group of teachers, totaling 10.9 percent, had begun doctoral studies, while 3.13 percent had completed a doctorate. These educators brought advanced expertise in educational leadership, research, and policy implementation, which strengthened evidence-based decision-making and strategic program evaluation in the school. Ramos and Villena (2023) argued that doctoral-level teachers fostered innovation, mentorship, and professional growth among peers, thereby enriching the overall instructional environment.

Collectively, the profile of educational attainment suggested a faculty that valued lifelong learning, encouraged professional advancement, and was well-equipped to sustain high-quality instructional delivery, mentor colleagues, and implement effective programs such as the National Learning Camp (Santos & Enriquez, 2022).

Length of Service. Table 5 shows the length of service of the respondents, indicating the distribution of teachers based on their years of professional experience. This demographic characteristic provides context for understanding how experience levels may relate to instructional leadership practices and participation in continuous professional development.

Table 5 Respondents’ Length of Service		
Length of Service	f	%
More than 6 years	45	70.30
4-6 years	12	18.70
1-3 years	-	-
Less than a year	7	10.90
Total	64	100.00

Table 5 indicated that the majority of teachers had more than six years of professional experience, suggesting a workforce capable of providing stable and effective instructional delivery. Experienced educators often demonstrated strong classroom management, deeper understanding of learner needs, and the ability to implement adaptive teaching strategies. Soriano and Daguio (2021) highlighted that such teachers also were well-positioned to mentor newer colleagues, contributing to collective professional growth and overall school improvement.

On the other hand, teachers with four to six years of service represented a transitional group moving from early to mid-career stages. Bautista and Lopez (2022) noted that these educators often showed high engagement in professional development and a readiness to adopt innovative practices, bridging the experience of veteran teachers with the dynamism of newer staff. Their presence ensured continuity in instructional practices while promoting a culture of learning and experimentation among the teaching body.

Moreover, the school included newly hired teachers who had served for less than a year. Castillo and Medina (2020) asserted that such educators brought fresh perspectives, contemporary pedagogical training, and adaptability to evolving educational demands. By combining the insights of seasoned teachers with the energy of newcomers, the school fostered a complementary workforce dynamic that enhanced collaborative problem solving, supported instructional innovation, and strengthened overall learner outcomes (Javier & Santos, 2022).

Performance Rating

Table 6 presents the performance rating of the respondents, showing the distribution of teachers according to their official evaluation results. This information provides insight into the overall competency levels of the participants, which may influence their engagement in professional development and responsiveness to instructional leadership.

Table 6 Respondents' Performance Rating		
Performance Rating	f	%
Outstanding	6	9.38
Very Satisfactory	54	84.30
Satisfactory	3	4.69
Total	64	100.00

Table 6 showed that most teachers received a Very Satisfactory rating, indicating consistent instructional competence and adherence to the Department of Education's performance standards. Delos Reyes and Bernardo (2021) noted that educators within this category generally maintained effective classroom management, demonstrated professional accountability, and reliably met learning objectives. Their consistent performance reflected a stable workforce capable of delivering quality learning experiences and sustaining school-wide academic programs.

On the other hand, a smaller portion of teachers earned an Outstanding rating, demonstrating exemplary proficiency across all domains of the Results-Based Performance Management System. Lising and Villar (2022) highlighted that these educators often took on leadership roles, innovated in instructional design, and participated actively in continuous professional development. Their presence fostered a culture of excellence, motivated peers, and enhanced overall school performance.

Additionally, a few teachers were rated Satisfactory, indicating that they met the expected standards but could benefit from targeted support. Pascual and De Guzman (2023) emphasized that mentoring, structured feedback, and capacity-building initiatives could help such educators strengthen instructional delivery and professional growth. The combination of high-performing and developing teachers highlighted the need for continuous professional development and supportive supervision to maintain and elevate teaching quality.

Moreover, the overall performance profile demonstrated a highly competent teaching body, with the majority achieving Very Satisfactory or higher ratings. Santos and Robles (2021) argued that a strong performance profile reflected both teacher adaptability and the effectiveness of school leadership in fostering professional growth. This positive performance climate suggested that teachers were well-prepared to implement programs like the National Learning Camp and contribute to sustained learner success.

Relevant Training, Seminars, and Workshops Attended

Table 7 presents the highest level of relevant training, seminars, and workshops attended by the respondents, showing their participation at national, regional, and division levels. This information highlights the professional development exposure of the teachers, which may influence their instructional practices and engagement in continuous learning initiatives.

Table 7 Training, seminars, and workshops attended by the respondents

Trainings, seminars, and workshop attended	f	%
Division	51	79.68
District	28	43.75
National	22	34.37
Regional	17	26.56
Total	64	100.00

Table 7 presented that teachers most frequently participated in division-level training, seminars, and workshops, highlighting the importance of localized capacity-building initiatives. Dela Cruz and Hipolito (2021) noted that division-led professional development addressed immediate instructional needs, such as curriculum implementation, assessment strategies, and classroom management. High participation at this level reflected a supportive system where teachers had access to relevant and timely training opportunities that enhanced their pedagogical skills.

On the other hand, district-level training programs ranked second in participation, providing more focused collaborative experiences across schools in a given locality. Santos and Lualhati (2022) emphasized that district workshops promoted the formation of professional learning communities, facilitating the sharing of best practices and peer mentoring. Teachers who engaged in these programs were better equipped to strengthen instruction and collaborate effectively with colleagues, reinforcing school-wide development initiatives.

Additionally, national-level training programs, though less frequently attended, exposed educators to broader educational trends, policy updates, and innovative teaching strategies. Navarro and Sumalinog (2023) explained that teachers who attended these sessions often served as catalysts for school-wide improvements, bringing back knowledge that informed curriculum design, instructional delivery, and performance standards. Participation in national training demonstrated a commitment to staying abreast of advanced educational practices and contributed to institutional excellence.

Moreover, regional-level workshops, while attended by fewer respondents, provided specialized content knowledge and intensive coaching from regional education specialists. Enriquez and Dizon (2020) highlighted that these programs offered in-depth technical guidance that elevated instructional quality and leadership capacity. Teachers trained at the regional level often assumed mentoring roles or acted as resource persons, disseminating expertise to their colleagues and enhancing the school’s overall instructional capacity.

Overall, the profile of professional development participation reflected a dynamic engagement in continuous learning across multiple levels. Flores and Carreon (2021) emphasized that access to division and district training ensured relevance and practicality, while national and regional exposure introduced innovation and broader perspectives. This combination strengthened teachers’ competencies, promoted instructional quality, and supported sustained school improvement.

Status Of Implementation Of The National Learning Camp

The following tables reveal the status of implementation of the National Learning Camp (NLC) as to instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning.

Instructional Planning and Delivery

This is a process of designing, organizing, and executing lessons and learning activities within the NLC framework to meet set learning goals.

Table 8 Status of implementation of the NLC as to instructional planning and delivery				
S/N	Indicators	WM	SD	Verbal Description
1	Teachers prepare daily lesson plans that align with the NLC objectives and target competencies.	4.25	0.64	Excellent
2	Instructional materials used during NLC are contextualized and relevant to learners' needs.	4.14	0.59	Very Good
3	Teachers clearly explain lesson objectives and expected outcomes at the beginning of each session.	4.25	0.67	Excellent
4	Activities during the NLC sessions are well structured and organized.	4.20	0.65	Very Good
5	Teachers implement varied instructional strategies appropriate for remediation and enrichment.	4.17	0.61	Very Good
6	Learning activities are tailored to address students' academic difficulties.	4.20	0.57	Very Good
7	Teachers integrate engaging strategies such as games, group work, and visual aids during sessions.	4.19	0.59	Very Good
8	Time management is effectively observed during the delivery of NLC sessions.	4.19	0.71	Very Good
9	Instructional delivery is responsive to the individual needs of learners.	4.23	0.64	Excellent
10	Teachers demonstrate preparedness and mastery of content during the NLC sessions.	4.28	0.60	Excellent
	Aggregate Mean	4.21		Excellent
	Aggregate Standard Deviation		0.63	
Legend: 4.21-5.00-Excellent; 3.41-4.20-Very Good; 2.61-3.40-Good; 1.81-2.60-Fair; 1.00-1.80-Poor				

In terms of the status of implementation of the National Learning Camp (NLC) as to instructional planning and delivery, the results showed that teachers demonstrate a strong level of preparedness in planning lessons aligned with the NLC objectives. Indicators reveal that teachers consistently design lessons that target priority competencies essential for remediation and enrichment. This aligns with the findings of Reyes and Dizon (2021), who emphasized that structured instructional planning is crucial in learning recovery programs, as it ensures coherence between learning goals and activities delivered during short-term interventions.

The data also indicate that teachers effectively utilize contextualized and relevant instructional materials during NLC sessions. These materials are tailored to learners' backgrounds, experiences, and needs, making lessons more meaningful and accessible. According to Santos and Villanueva (2022), contextualization enhances

learner engagement and improves comprehension, particularly in remedial programs where instructional relevance must be maximized. The high rating for this item demonstrates that teachers are committed to making learning relatable and responsive to diverse learner profiles.

Another highlight of the results is the teachers' ability to clearly explain lesson objectives and expected outcomes at the beginning of each session. Providing transparent learning goals helps learners understand what they are expected to achieve, contributing to focused and purposeful learning. This is supported by the study of Castillo and Encarnacion (2023), which noted that explicit clarification of objectives boosts learner motivation and fosters improved performance in intervention-based learning settings such as the NLC.

The table further reflects that learning activities conducted during the NLC are well-structured and organized, ensuring smooth and logical lesson flow. Teachers also employ differentiated instructional strategies appropriate for both remediation and enrichment. Ocampo and Ramirez (2020) emphasized that well-organized and differentiated activities are central to the success of learning camps, helping address varying levels of learner readiness and specific academic difficulties.

Engaging strategies such as games, collaborative work, and visual aids were also found to be consistently integrated into lesson delivery. These techniques help sustain interest and active participation among learners, which is essential in supplemental learning programs. Flores and Javier (2021) highlighted that interactive approaches significantly enhance learner involvement and improve attention span, especially in settings designed to compensate for learning losses.

Teacher preparedness and mastery of content emerged as another area of strength. Teachers' confidence in the subject matter contributes to efficient delivery and effective use of instructional time. Basco and Hernandez (2022) noted that teacher expertise strongly influences the success of short-duration learning programs, enabling educators to maximize instructional minutes and meet targeted competencies within limited time frames.

Learning Engagement and Support

Table below shows the level of learners' active involvement in NLC activities and the availability of support systems that sustain motivation and participation.

Table 9 Status of implementation of the NLC as to learning engagement and support				
S/N	Indicators	WM	SD	Verbal Description
1	Learners are actively involved in classroom discussions and activities during the NLC.	4.11	0.65	Very Good
2	Teachers encourage participation from all learners regardless of their performance level.	4.22	0.68	Excellent
3	Positive reinforcement is consistently used to motivate learners.	4.30	0.63	Excellent
4	Teachers demonstrate patience and empathy in dealing with struggling learners.	4.39	0.61	Excellent
5	NLC sessions provide opportunities for collaborative learning among students.	4.22	0.58	Excellent
6	Learners appear motivated and interested in participating in NLC activities.	4.23	0.61	Excellent
7	Teachers foster a safe and inclusive environment where learners feel respected.	4.22	0.72	Excellent

8	Individual support is provided for learners who need additional help.	4.25	0.64	Excellent
9	Teachers regularly check for learner understanding during and after instruction.	4.20	0.57	Very Good
10	NLC sessions promote learners' confidence and self-esteem in academic tasks.	4.23	0.61	Excellent
	Aggregate Mean	4.24		Excellent
	Aggregate Standard Deviation		0.63	

In terms of learning engagement and support, the results of Table 9 showed that learners are generally active participants during NLC sessions, reflecting a very good level of involvement. Teachers are able to create opportunities for learners to contribute to discussions and activities, showing that the NLC environment promotes meaningful engagement. This finding aligns with the study of Ramos and Bautista (2021), which emphasized that structured learning recovery programs must prioritize active involvement to reinforce academic skills and rebuild learner confidence after prolonged disruptions in schooling.

The data also reveal that teachers strongly encourage participation from all learners, regardless of their academic performance. This inclusive approach is essential in bridging learning gaps because it ensures that both high-achieving and struggling learners have equal opportunities to engage in classroom tasks. According to Santos and Lualhati (2022), equitable participation strategies improve learners' sense of belonging and reduce anxiety, especially in settings where remediation is required to address unfinished learning.

Another highlight of the results is the consistent use of positive reinforcement to motivate learners. Teachers utilize praise, acknowledgment, and encouragement to boost learners' confidence and sustain their interest. The high rating on this indicator supports the findings of Villanueva and Marcos (2023), who noted that positive reinforcement is a strong predictor of increased learner motivation and improved academic behavior, particularly in supplemental instruction programs.

The results further show that teachers demonstrate patience and empathy when dealing with struggling learners, which contributes significantly to the overall positive climate of NLC sessions. Supportive teacher behavior allows learners to feel valued and understood, making them more willing to persevere through difficult tasks. This is consistent with the study of Medina and Flores (2021), which reported that empathetic teaching practices enhance learners' emotional security and improve academic resilience in recovery-focused learning environments.

Collaborative learning also emerged as a key strength of the NLC implementation. Learners are given opportunities to work with peers, share ideas, and learn from one another through group tasks and cooperative activities. Research by Javier and Santos (2020) emphasized that collaboration not only strengthens academic understanding but also promotes social interaction, which is necessary for rebuilding student engagement during post-pandemic learning recovery programs. The presence of collaborative tasks helps create a more dynamic and learner-centered instructional setting.

The provision of individual support for learners who require additional assistance likewise contributes to the excellent overall rating. Teachers regularly monitor understanding and adjust instruction as needed, ensuring that learning gaps are addressed promptly. According to Cruz and Yambao (2022), individualized support is one of the most critical components of learning recovery, as it provides targeted interventions that directly address specific skill deficits. This personalized approach enhances the likelihood of academic improvement among learners participating in the NLC.

In conclusion, the results in Table 9 indicate that learning engagement and support in the National Learning Camp are implemented at an excellent level, as evidenced by strong teacher-learner interactions, inclusive practices, motivating strategies, and individualized assistance. These findings affirm that the NLC fosters a supportive and responsive learning environment that encourages active involvement and boosts learner

confidence. Consistent with the insights of Manalo and Cruz (2023), the success of learning recovery programs is largely dependent on the emotional, motivational, and instructional support provided to learners—elements that are clearly evident in the implementation of the NLC in this study.

Monitoring and Assessment of Learning

The table below presents the continuous process of evaluating learner progress and the effectiveness of instructional strategies within the NLC through various assessment tools and feedback mechanisms. In terms of monitoring and assessment of learning, the results of Table 10 indicated that teachers consistently administer diagnostic tests before the start of NLC sessions. This practice ensures that learners’ initial levels of understanding are identified, allowing teachers to plan targeted interventions. According to Reyes and Bautista (2021), diagnostic assessments are essential in learning recovery programs because they provide baseline data that guide the design of remedial and enrichment activities.

Table 10 Status of implementation of the NLC as to monitoring and assessment of learning				
S/N	Indicators	WM	SD	Verbal Description
1	Teachers administer diagnostic tests before the start of NLC sessions.	4.25	0.69	Excellent
2	Learning progress is tracked using formative assessments during NLC implementation.	4.30	0.66	Excellent
3	Teachers provide timely and constructive feedback to learners.	4.27	0.60	Excellent
4	Assessment results are used to adjust instruction based on learner needs.	4.22	0.60	Excellent
5	Remedial strategies are designed according to learners' assessment performance.	4.20	0.67	Very Good
6	Teachers record and analyze learners’ performance data regularly.	4.33	0.64	Excellent
7	Peer or self-assessment activities are integrated into the NLC sessions.	4.27	0.57	Excellent
8	Learners are informed of their progress and areas for improvement.	4.22	0.63	Excellent
9	Summative assessments are conducted at the end of each learning module.	4.31	0.61	Excellent
10	Monitoring tools (e.g., learning progress checklists, journals) are effectively used during NLC.	4.27	0.60	Excellent
	Aggregate Mean	4.26		Excellent
	Aggregate Standard Deviation		0.63	

The data further reveal that teachers track learning progress using formative assessments during the NLC implementation. Frequent checks on learner understanding allow for timely adjustments in instruction and support continuous improvement. This aligns with the findings of Villanueva and Dizon (2022), which

highlight that formative assessment practices enhance learners’ engagement, motivation, and retention, especially in short term programs designed to address learning gaps.

Teachers also provide timely and constructive feedback to learners, helping them understand their strengths and areas needing improvement. Feedback is an integral component of effective monitoring as it informs learners and reinforces desired learning behaviors. According to Santos and Javier (2021), consistent feedback during intervention programs increases student confidence and fosters self-directed learning, contributing to the overall effectiveness of remedial initiatives.

The results show that assessment data are actively used to adjust instructional strategies according to learners’ needs. Teachers design remedial strategies and differentiate tasks based on performance outcomes, ensuring that interventions are responsive and relevant. Ocampo and Medina (2020) emphasized that using assessment results to guide instruction is critical for achieving learning gains, particularly in contexts where students have experienced academic delays or gaps.

Another notable practice is the regular recording and analysis of learner performance data. Teachers systematically document results from assessments to monitor progress over time. According to Cruz and Robles (2022), maintaining performance records enables educators to identify trends, measure the impact of interventions, and make informed decisions to improve instructional delivery. This data-driven approach strengthens the overall monitoring process within the NLC.

The integration of peer and self-assessment activities also supports learner reflection and ownership of learning. Encouraging learners to assess themselves or their peers fosters critical thinking, self-awareness, and accountability. Flores and Manalo (2023) highlight that self and peer assessments in supplemental programs enhance learner engagement and promote metacognitive skills, which are essential for sustained academic improvement.

In conclusion, the findings indicate that the monitoring and assessment of learning in the NLC are implemented at an excellent level. Teachers utilize diagnostic, formative, and summative assessments, provide timely feedback, analyze performance data, and integrate reflective assessment practices to ensure instruction meets learners’ needs. As emphasized by Medina and Dizon (2021), effective assessment practices are vital in learning recovery initiatives, as they not only track progress but also inform instructional strategies that maximize student achievement.

SUMMARY ON THE STATUS OF IMPLEMENTATION OF THE NATIONAL LEARNING CAMP

Table 11 presents the summary on the status of implementation of the National Learning Camp (NLC) as to instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning.

Table 11 Summary on the status of implementation of the NLC			
Components	WM	SD	Verbal Description
Instructional planning and delivery	4.21	0.63	Excellent
Learning engagement and support	4.24	0.63	Excellent
Monitoring and assessment of learning	4.26	0.63	Excellent
Grand Mean	4.24		Excellent

Grand Standard Deviation		0.63	
Legend: 4.21-5.00-Excellent; 3.41-4.20-Very Good; 2.61-3.40-Good; 1.81-2.60-Fair; 1.00-1.80-Poor			

The summary on the status of implementation of the National Learning Camp (NLC), as shown in Table 11, indicated that the program is implemented at an excellent level across all key areas. Instructional planning and delivery received high ratings, reflecting teachers' preparedness, use of contextualized materials, structured activities, and learner-responsive strategies. This aligns with the findings of Reyes and Dizon (2021), who emphasized that well-planned instructional delivery is critical in achieving the objectives of learning recovery programs.

Learning engagement and support also received an excellent rating, highlighting teachers' ability to actively involve learners, foster inclusivity, provide positive reinforcement, and offer individualized support. The results corroborate the study of Ramos and Bautista (2021), which noted that active learner engagement and supportive teaching practices significantly enhance motivation, confidence, and participation in supplemental learning initiatives such as the NLC.

Monitoring and assessment of learning were rated excellent as well, indicating that teachers consistently use diagnostic, formative, and summative assessments, provide timely feedback, and adjust instruction according to learner needs. This finding is supported by the work of Cruz and Robles (2022), which emphasizes that systematic monitoring and evidence-based adjustments are essential for ensuring learning recovery programs achieve their intended outcomes.

The grand mean of 4.24 reflects an overall excellent implementation of the NLC, suggesting that the combined efforts in planning, engaging learners, and assessing learning have created a robust framework for addressing academic gaps. Studies such as Flores and Manalo (2023) underscore that holistic approaches integrating planning, engagement, and assessment are most effective in remedial and enrichment contexts, ensuring that learning gains are meaningful and sustainable.

The consistently high ratings across the three areas demonstrate a balanced and well-coordinated approach to NLC implementation, where instructional strategies, learner support, and assessment practices complement each other. According to Santos and Javier (2021), such synergy is crucial in learning recovery programs because it reinforces student-centered learning, promotes active participation, and ensures that interventions are responsive to learner needs.

Furthermore, the excellent performance in all indicators suggests that the school has established strong systems for teacher preparation, learner motivation, and data-driven instructional decisions. As noted by Medina and Dizon (2021), effective implementation of supplemental learning programs requires not only teacher competence but also structured support systems that sustain engagement and progress monitoring.

In conclusion, the summary indicates that the National Learning Camp has been successfully implemented at an excellent level, reflecting high-quality instructional planning, active learner engagement, and rigorous monitoring and assessment practices.

LEVEL OF EFFECTIVENESS OF NATIONAL LEARNING CAMP IMPLEMENTATION

The following tables reveal the level of effectiveness of the implementation of NLC in terms of improvement in academic performance, responsiveness of instructional strategies, and support for holistic development.

Improvement in Academic Performance

This is the measurable progress in learners' academic achievement as a result of participating in the National Learning Camp activities and interventions.

Table 12 Level of effectiveness of the implementation of NLC in terms of improvement in academic performance

S/N	Indicators	WM	SD	Verbal Description
1	The NLC sessions have helped learners demonstrate improved mastery of key competencies.	3.98	0.63	Very Effective
2	Learners have shown noticeable progress in formative assessments after attending the NLC.	3.94	0.56	Very Effective
3	The NLC contributed to better summative test results in English, Math, and Science.	3.95	0.63	Very Effective
4	Learners' participation in NLC resulted in higher class performance compared to before the program.	3.98	0.68	Very Effective
5	NLC helped reduce the number of struggling learners in my class.	3.75	0.78	Very Effective
6	The learning gains during the NLC were sustained even after the regular school year resumed.	3.89	0.59	Very Effective
7	NLC implementation improved learners' ability to answer higher-order thinking questions.	3.89	0.69	Very Effective
8	The academic growth of learners attending the NLC is observable and measurable.	3.95	0.63	Very Effective
9	Learners were able to close learning gaps through targeted NLC activities.	3.98	0.68	Very Effective
10	The NLC successfully addressed curriculum competencies that learners previously found difficult.	3.97	0.62	Very Effective
	Aggregate Mean	3.93		Very Effective
	Aggregate Standard Deviation		0.65	

Legend: 4.21-5.00-Extremely Effective; 3.41-4.20-Very Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Slightly Effective; 1.00-1.80-Not Effective

In terms of the level of effectiveness of National Learning Camp implementation as to improvement in academic performance, the results of Table 12 indicated that the NLC is very effective in enhancing learners' mastery of key competencies. Teachers observed that students demonstrated noticeable progress in formative assessments and improved summative test results in core subjects such as English, Math, and Science. This finding aligns with the study of Reyes and Bautista (2021), which emphasized that structured learning recovery programs significantly contribute to measurable academic gains, particularly for learners who experienced learning gaps during disruptions to regular schooling.

The data also show that learners' participation in the NLC led to higher overall class performance compared to periods prior to the program. Teachers reported a reduction in the number of struggling learners and noted that academic growth was observable and measurable. According to Ramos and Villanueva (2022), targeted interventions in supplemental programs like the NLC are effective in supporting learners' progress by providing focused, competency-based instruction, allowing struggling students to catch up with their peers.

Another key observation is that the learning gains achieved during the NLC were sustained even after the resumption of the regular school year. This suggests that the instructional strategies and remedial activities employed were not only effective in the short term but also contributed to long-term retention of knowledge and skills. Flores and Javier (2021) highlighted that sustainability of learning gains is a critical indicator of program effectiveness, as it reflects the capacity of learners to internalize and apply knowledge beyond immediate interventions.

The NLC also contributed to learners' ability to answer higher-order thinking questions, indicating that the program did not only focus on basic skills but also promoted critical thinking and problem-solving. Studies by Cruz and Manalo (2023) suggest that remedial programs that incorporate challenging tasks and scaffolded learning experiences help learners develop cognitive skills necessary for complex academic tasks, thereby improving overall academic competence.

Teachers further observed that the NLC successfully addressed curriculum competencies that learners previously found difficult, demonstrating its targeted and responsive nature. According to Medina and Dizon (2021), programs that identify and focus on specific learning gaps tend to be more effective in improving student outcomes than generic interventions, as they ensure that instructional time is efficiently used to meet learners' needs.

In conclusion, the results highlight that the NLC is a very effective intervention for improving learners' academic performance. Through targeted instruction, structured activities, and consistent monitoring of progress, learners were able to close learning gaps, sustain knowledge retention, and demonstrate improved competency mastery.

Responsiveness of Instructional Strategies

Below shows the extent to which teaching approaches used in the NLC adapt to learners' needs, interests, learning styles, and performance levels.

Table 13 Level of effectiveness of the implementation of NLC in terms of responsiveness of instructional strategies

S/N	Indicators	WM	SD	Verbal Description
1	The instructional approaches used during the NLC are appropriate for learners needing remediation.	4.05	0.65	Very Effective
2	Differentiated instruction during the NLC effectively addressed varied learning styles.	4.08	0.65	Very Effective
3	The NLC's learning materials were relevant and responsive to learners' actual academic needs.	4.09	0.71	Very Effective
4	Teachers modified strategies based on learners' responses during NLC sessions.	4.09	0.66	Very Effective
5	Activities provided during the NLC engaged both fast and slow learners effectively.	3.95	0.63	Very Effective
6	NLC facilitators adapted lessons based on assessment results and learner feedback.	4.00	0.64	Very Effective
7	The program provided sufficient support for learners who were below proficiency level.	3.97	0.62	Very Effective

8	Instruction during the NLC was tailored to match learners' current skill levels.	4.03	0.67	Very Effective
9	NLC helped in personalizing learning for students who needed more attention.	4.02	0.63	Very Effective
10	The learning strategies used during the NLC fostered inclusive participation among all learners.	4.00	0.67	Very Effective
	Aggregate Mean	4.03		Very Effective
	Aggregate Standard Deviation		0.65	

In terms of the level of effectiveness of National Learning Camp implementation as to responsiveness of instructional strategies, the results of Table 13 indicated that the NLC is very effective in adapting teaching approaches to meet learners' diverse needs. Teachers reported that instructional methods were appropriate for learners requiring remediation and that strategies were modified based on learners' responses during sessions. This finding is consistent with the study of Ramos and Bautista (2022), which emphasized that responsive instructional practices in remedial programs enhance learning outcomes by aligning teaching with students' readiness levels and academic gaps.

The data also show that differentiated instruction during the NLC effectively addressed varied learning styles. Teachers tailored activities to accommodate visual, auditory, and kinesthetic learners, ensuring that all students could engage meaningfully with the content. According to Flores and Javier (2021), differentiated strategies in supplemental learning programs are crucial for promoting equitable access to learning and for supporting both struggling and advanced learners simultaneously.

Learning materials used in the NLC were reported to be relevant and aligned with learners' actual academic needs. By providing materials that directly respond to students' difficulties, teachers ensured that learning was purposeful and meaningful. Cruz and Manalo (2023) emphasized that responsive and contextualized learning resources contribute significantly to learner engagement and skill acquisition in recovery programs.

Teachers also adapted lessons based on assessment results and learner feedback, demonstrating ongoing responsiveness throughout the NLC sessions. This practice enabled facilitators to refine strategies in real time and provide personalized support where necessary. Medina and Dizon (2021) noted that continuous adjustment of instruction based on learner performance is essential in ensuring that supplemental programs remain effective and relevant.

The results further reveal that NLC activities engaged both fast and slow learners effectively. By providing tasks that challenged advanced students while scaffolding support for those needing more attention, teachers were able to balance learning opportunities across proficiency levels. Santos and Villanueva (2022) highlighted that maintaining engagement across all learners is a key indicator of successful remedial interventions, as it fosters inclusivity and maximizes learning gains.

Additionally, teachers reported that the NLC helped personalize learning for students who required additional focus. Individualized support and tailored instruction allowed learners below proficiency to catch up with peers, demonstrating the program's effectiveness in addressing specific gaps. According to Ocampo and Ramirez (2020), personalized strategies in learning recovery programs significantly enhance learners' confidence and academic performance.

In conclusion, the findings suggest that the responsiveness of instructional strategies in the NLC is very effective. Teachers' use of differentiated approaches, real-time adjustments, personalized learning, and inclusive practices ensures that all learners' needs are met, promoting meaningful engagement and improved outcomes. This aligns with the insights of Cruz and Manalo (2023), who highlighted that adaptive and responsive teaching is a cornerstone of successful learning recovery initiatives.

Support for Holistic Development

This refers to the NLC's contribution to the overall growth of learners, including cognitive, social, emotional, and physical aspects.

S/N	Indicators	WM	SD	Verbal Description
1	NLC activities enhanced learners' confidence in academic tasks.	4.06	0.73	Very Effective
2	Learners developed greater motivation to study after participating in the NLC.	4.00	0.67	Very Effective
3	NLC promoted collaboration and peer support among learners.	4.02	0.63	Very Effective
4	The NLC provided a positive learning environment that encouraged participation.	4.03	0.64	Very Effective
5	Learners displayed improved behavior and focus during and after NLC sessions.	3.94	0.64	Very Effective
6	The program encouraged the development of selfdiscipline and study habits.	3.94	0.66	Very Effective
7	NLC activities helped strengthen learners' critical thinking and problem-solving skills.	3.97	0.67	Very Effective
8	The camp format made learning more enjoyable and meaningful for students.	3.97	0.64	Very Effective
9	Learners became more independent and responsible as a result of their NLC experience.	3.94	0.64	Very Effective
10	The NLC supported the socio-emotional development of learners alongside academics.	3.98	0.63	Very Effective
	Aggregate Mean	3.98		Very Effective
	Aggregate Standard Deviation		0.65	

In terms of the level of effectiveness of National Learning Camp implementation as to support for holistic development, the results of Table 14 indicated that the NLC is very effective in promoting the overall growth of learners, encompassing cognitive, social, emotional, and physical aspects. Teachers reported that learners' confidence in academic tasks increased as a result of participation in NLC activities. This finding is consistent with the study of Ramos and Bautista (2022), which emphasized that programs promoting holistic development foster both academic competence and learner self-efficacy, essential for sustained motivation and achievement.

The data also show that learners developed greater motivation to study after attending the NLC. The structured and engaging activities encouraged active participation and instilled a positive attitude toward learning. Flores and Javier (2021) noted that motivational enhancement is a key outcome of supplemental learning programs, as it directly influences learner persistence and the ability to overcome academic challenges.

Collaboration and peer support emerged as significant benefits of the NLC, with learners engaging in cooperative tasks that strengthened social interaction and teamwork. Cruz and Manalo (2023) highlighted that peer-supported learning fosters a sense of belonging and improves socio-emotional development, which is particularly important in programs designed to recover learning losses while maintaining a supportive environment.

Teachers also observed that the NLC provided a positive learning environment that encouraged participation and focus. Improved behavior and attention during and after sessions suggest that the camp setting helped learners develop self-discipline and study habits. Medina and Dizon (2021) emphasized that creating a conducive and structured learning environment is critical for nurturing both academic and personal growth in supplemental educational programs.

The results indicate that NLC activities strengthened learners' critical thinking and problem-solving skills. By integrating engaging and meaningful tasks, the program promoted higher-order cognitive skills alongside basic competency mastery. Santos and Villanueva (2022) found that exposure to problem-solving and analytical tasks in learning recovery programs enhances learners' ability to apply knowledge in real-life contexts and promotes independent learning.

The camp format also made learning more enjoyable and meaningful for students, contributing to greater independence and responsibility. According to Ocampo and Ramirez (2020), incorporating enjoyable and experiential learning approaches in remedial programs not only increases engagement but also supports self-directed learning and accountability, fostering well-rounded development.

In conclusion, the findings suggest that the National Learning Camp is very effective in supporting holistic development. Through activities that enhance confidence, motivation, collaboration, critical thinking, and socio-emotional growth, the NLC provides a balanced approach to learning that addresses learners' academic and personal needs. This aligns with the insights of Cruz and Manalo (2023), who emphasized that programs integrating cognitive, social, and emotional support are essential for achieving meaningful and sustainable educational outcomes.

Summary On The Level Of Effectiveness Of Implementation Of The National Learning Camp

Table 15 presents the summary on the level of effectiveness of the implementation of NLC in terms of improvement in academic performance, responsiveness of instructional strategies, and support for holistic development.

Table 15 Summary on the level of effectiveness of the implementation of NLC			
Components	WM	SD	Verbal Description
Improvement in academic performance	3.93	0.65	Very Effective
Responsiveness of instructional strategies	4.03	0.65	Very Effective
Support for holistic development	3.98	0.65	Very Effective
Grand Mean	3.98		Very Effective
Grand Standard Deviation		0.65	

Legend: 4.21-5.00-Extremely Effective; 3.41-4.20-Very Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Slightly Effective; 1.00-1.80-Not Effective

The summary on the level of effectiveness of the implementation of the National Learning Camp (NLC), as shown in Table 15, indicated that the program is very effective across all evaluated areas. Improvement in academic performance received a high rating, reflecting that learners demonstrated measurable progress in key competencies, formative and summative assessments, and overall class performance. This finding aligns with the study of Reyes and Bautista (2021), which emphasized that well-structured learning recovery programs lead to significant gains in learners' academic achievement, particularly for those who experienced learning gaps.

The responsiveness of instructional strategies also received a very effective rating, highlighting teachers' ability to adapt instruction to learners' diverse needs, learning styles, and performance levels. The use of differentiated instruction, modification of strategies based on learner responses, and personalized support contributed to the program's success. Ramos and Bautista (2022) noted that adaptive teaching strategies in remedial programs ensure that all learners are engaged and supported, which is critical for improving learning outcomes.

Support for holistic development was likewise rated very effective, indicating that the NLC fostered learners' cognitive, social, emotional, and behavioral growth. Activities promoted confidence, motivation, collaboration, critical thinking, and socio-emotional development, creating a well-rounded learning experience. Flores and Javier (2021) emphasized that programs promoting holistic development enhance both academic and personal competencies, which are essential for sustainable learning recovery.

The overall grand mean of 3.98 confirms that the NLC is implemented at a very effective level, demonstrating consistent positive outcomes in academic improvement, instructional responsiveness, and holistic development. According to Santos and Villanueva (2022), the combined impact of these dimensions is crucial for the success of learning recovery initiatives, as they ensure that students not only achieve academic gains but also develop essential life skills.

The results suggest that the program's effectiveness is supported by structured planning, targeted interventions, and continuous monitoring of learner progress. Cruz and Manalo (2023) highlighted that systematic approaches that integrate instruction, assessment, and learner support are key to achieving meaningful outcomes in supplemental educational programs.

Furthermore, the positive outcomes across all indicators reflect the teachers' competence, preparedness, and commitment to facilitating learning experiences that meet diverse learner needs. Medina and Dizon (2021) emphasized that teacher readiness and responsiveness are central factors in the successful implementation of programs designed to recover learning losses.

In conclusion, the summary indicates that the National Learning Camp is very effective in enhancing learners' academic performance, ensuring responsive instructional strategies, and supporting holistic development. The program provides a comprehensive approach that addresses both the cognitive and noncognitive needs of learners, fostering meaningful engagement and measurable learning gains, consistent with the findings of Ocampo and Ramirez (2020) on the effectiveness of well-implemented learning recovery interventions.

Test Of Significant Relationships

Table 16 presents the results of testing the relationship between the status and the level of implementation effectiveness of the National Learning Camp (NLC).

Table 16 Test of Relationship between the status of implementation and the level of effectiveness of the implementation of NLC

Variables	r-value	Strength with correlation	p-value	Decision	Result
Status and Effectiveness of Implementation	0.793*	Strong Positive	0.000	Reject Ho	Significant
**significant at $p < 0.01$ (two-tailed)					

The results in Table 16 revealed a strong positive relationship between the status and the level of effectiveness of implementation of the National Learning Camp (NLC), with an r-value of 0.793, which is statistically significant at the 0.05 level. This indicates that the higher the status of NLC implementation in terms of instructional planning and delivery, learning engagement and support, and monitoring and assessment of learning, the higher the level of its effectiveness in improving learners' academic performance, responsiveness of instructional strategies, and holistic development. This finding aligns with the study of Ramos and Bautista (2022), which emphasized that well-implemented learning recovery programs yield more significant outcomes when all operational components are properly executed.

The strong positive correlation suggests that a high-quality status of implementation directly impacts program outcomes. In other words, when teachers demonstrate preparedness, use contextualized instructional strategies, actively engage learners, and systematically monitor progress, the NLC's effectiveness is maximized. Flores and Javier (2021) highlighted that effective implementation of learning interventions ensures that learners' academic and personal growth objectives are met, reinforcing the importance of operational excellence in supplemental programs.

Furthermore, the statistical significance of the relationship ($p\text{-value} = 0.000$) confirms that the observed correlation is unlikely due to chance, underscoring the reliability of the findings. Cruz and Manalo (2023) noted that evidence-based monitoring of program implementation is essential for determining the impact of learning recovery initiatives, as systematic assessment allows educators to link program fidelity to student outcomes.

This result also implies that efforts to improve the status of NLC implementation, such as enhancing instructional planning, providing engaging learning experiences, and using effective monitoring tools, will likely increase the program's overall effectiveness. Medina and Dizon (2021) emphasized that targeted improvements in program delivery directly translate to better learner performance, motivation, and holistic development, supporting the significance of this strong correlation.

The finding resonates with local studies that link structured program implementation to measurable academic outcomes. Santos and Villanueva (2022) reported that learning recovery programs with high operational fidelity tend to achieve significant gains in learners' knowledge, skills, and socio-emotional development, illustrating that implementation quality is a critical determinant of program success.

In conclusion, the analysis demonstrates that the status of NLC implementation is strongly and positively correlated with its level of effectiveness, signifying that both dimensions are interdependent. This underscores the necessity of maintaining high standards in instructional planning, learner engagement, and assessment processes to maximize the NLC's impact. Ocampo and Ramirez (2020) similarly argued that strong alignment between program implementation and intended outcomes is fundamental for achieving meaningful and sustainable learning improvements in supplemental educational programs.

SUMMARY

This research assessed the status and implementation of the National Learning Camp (NLC) among teachers in

Tagba-o Elementary School and Bonbon Elementary School during the 2025–2026 school year, providing a basis for an NLC implementation enhancement plan. A descriptive-correlational quantitative research design was employed to evaluate the level of NLC implementation and its relationship with students' academic performance. The study examined teachers' demographic profiles, professional development experiences, the quality of NLC implementation, its effectiveness in improving learning outcomes, and the correlation between implementation status and program effectiveness.

FINDINGS

The majority of respondents are female, mid-career professionals, married, and possess advanced educational qualifications such as master's degrees or postgraduate units. Most have extensive teaching experience, very satisfactory performance ratings, and active participation in relevant training, seminars, and workshops, primarily at division and district levels. These findings reflect a committed teaching workforce that is capable of implementing educational programs effectively and adapting to evolving instructional demands.

Respondents generally rated the implementation of the NLC as excellent, noting well-prepared teachers, organized lesson delivery, active learner engagement, and responsive instructional practices. The findings indicate that the NLC provides a structured and learner-centered environment conducive to improving academic skills and fostering holistic development.

The majority of respondents assessed the NLC as very effective in improving academic performance, adapting instructional strategies to learner needs, and supporting learners' holistic growth. This demonstrates that high-quality execution of the program translates directly into meaningful student learning outcomes.

A strong positive and significant correlation was observed between the status of NLC implementation and its effectiveness. This indicates that higher-quality implementation practices—such as careful lesson planning, active engagement, and responsive teaching—are associated with greater success in achieving the program's objectives.

CONCLUSION

The study concluded that teachers participating in the NLC were highly qualified, experienced, and committed to continuous professional growth. Their professional development, instructional competence, and active engagement supported the successful delivery of supplemental learning programs, aligning with Kolb's Experiential Learning Theory, which emphasizes that reflection and hands-on engagement enhance learning outcomes.

Furthermore, the NLC's implementation demonstrated excellence in planning, organization, and learner engagement, consistent with Bloom's Mastery Learning Theory, which posits that structured and scaffolded instruction maximizes learner achievement. The program's effectiveness in improving academic performance confirmed that systematic and high-quality implementation of learning interventions fosters mastery of key competencies.

Finally, the strong positive correlation between implementation status and effectiveness reflected Vygotsky's Sociocultural Theory, which emphasizes that learners achieve optimal growth when instructional support is responsive, scaffolded, and socially interactive. The findings highlighted that successful educational interventions depend not only on program design but also on the capacity and commitment of teachers and school leaders to implement them effectively.

Recommendations

Based on the findings, it is recommended that school leaders continued providing professional development opportunities, mentoring, and support to strengthen teachers' instructional strategies, lesson planning, and program facilitation; teachers actively applied differentiated, learner-centered approaches while participating in relevant trainings and workshops to improve program delivery; learners were engaged through interactive, collaborative, and gamified activities that promoted academic growth and holistic development; school administrators regularly monitored, assessed, and refined NLC activities using evidence-based data to guide

resource allocation and targeted interventions; and documentation and sharing of best practices were institutionalized to ensure the sustainability and continuous improvement of NLC implementation.

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