

The Instructional Readiness of the Teachers in the Implementation of the National Learning Camp in the Public Elementary Schools of Tagkawayan District II, Division of Quezon

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THE PROBLEM

The National Learning Camp (NLC) was scheduled during the 2022–2023 End-of-School Year (EOSY) break in support of the MATATAG Basic Education Agenda and as a sub-program under the National Learning Recovery Program (NLRP) designed to alleviate learning loss. The NLC aimed to create a camp-like atmosphere by integrating fun and engaging activities to foster learner interests, socio-emotional skills, personal growth, and character development. DepEd underscored the need for a learning recovery program such as the NLC to address “learning losses” arising from the Covid-19 pandemic, among others. Moreover, DepEd also repealed its policy on the delivery of remedial and advancement classes during summer vacation, realizing the critical importance of “catering to the diverse needs of learners and empowering teachers with effective teaching strategies” through learning action cells (LACs) and job-embedded learning.

An important factor to consider while encouraging the teaching during the National Learning Camp to elementary school learners is the preparation of the teachers. The degree of a teacher's readiness for NLC can be determined by the following criteria: Professional knowledge, Professional Practice, Professional Engagement, and Self-management. Readiness of teachers is a combination of professionally significant knowledge and skills, as well as a focused expression of personality, including internal prerequisites for the teacher's activities using innovative technologies in the educational process. The teacher's effectiveness and his intent on raising his professional level are related through the personal phenomena of the indicated readiness.

To cope up with the learning loss, the government provided activities to help teachers and learners. **Section 1** of the **Article XIV of the Philippine Constitution** states that:

The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.

In the implementation of National Learning Camp, the government had provided both teachers and students to engage in a unique learning experience outside of the traditional classroom setting. It provided a platform for both teachers and students to expand their knowledge, skills, and networks, fostering a positive impact on their personal and professional growth.

By establishing centers of excellence, establishing a teacher education council for the purpose, allocating monies for such objectives, and serving other goals, **Republic Act No. 7784** strengthens teacher education in the Philippines. Additionally, its vision entails education systems whose purpose is to educate and train teachers with unquestionable competence and integrity, who are dedicated to their ongoing professional development and responsibility to support their students' development as responsible individuals and citizens of the Philippines and the wider world. This will help the teachers perform better and make it possible for them to complete their work efficiently.

The goal of Basic Education, as stated in **Republic Act No. 9155**, also known as the Governance of Basic Education of 2001, is to develop Filipino learners by equipping them with the fundamental skills in literacy

and numeracy, as well as critical thinking and learning abilities, as well as desirable values to become caring, self-sufficient, productive, socially aware, patriotic, and responsible citizens. Additionally, basic education will be incorporated into governance at the national level. The policy and principles for the governance of basic education shall be transformed into programs, projects, and services established, adopted, and made available to meet local needs at the regions, divisions, schools, and learning centers, hereby referred to as the field offices.

Republic Act No. 4670, or the Magna Carta for public school teachers protects the rights of the teachers, like tenure of office, academic freedom, and other benefits for their well-being. This policy aims to protect and improve the socio-economic condition of public-school teachers and the state recognized the essential contribution of teachers in nation building so this act serve as controlling agent in maintaining the proper qualification for the professions. Magna Carta for public school teachers serves as the guide to utter protection and freedom, away from threats and terminations from the concerned authorities.

A comprehensive, appropriate, and integrated system of education that is pertinent to the requirements of the people, the nation, and society at large was developed, maintained, and supported by **Republic Act No. 10533**, the "Enhanced Basic Education Act of 2013". Every person who completes basic education should be an empowered individual who has gained the skills necessary to continue learning throughout their lives, as well as the competence to engage in work and be productive, the capacity to live in congruent harmony with local and global communities, the capacity to engage in independent, creative, and critical thought, and the capacity and willingness to transform.

DepEd Order no. 35, s. 2016 or The Learning Action Cell (LAC) as a K TO 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning, offers opportunities to defend and promote the right of Filipinos to a quality, equitable, culture-based, and comprehensive basic education that enables them to realize their potential and make a meaningful contribution to the development of the country. The DepEd has a commitment to both its instructors and students when it invests in the development of human potential.

In response to the Secretary's mandate, the **Basic Education Learning Continuity Plan (BE-LCP)** offers direction to the department on how to provide education during this crisis. DepEd started working on the BE-LCP to give basic education students the opportunity to complete their education and to give teachers the tools they need to teach in a safe working and learning environment despite the threat of COVID-19. the lead through which the various strands' inputs are routed. The Office of the Secretary (OSEC) received nominations for undersecretaries, assistant secretaries, and regional directors from each region. In order to create their joint inputs, the Philippine Forum for Inclusive Quality Basic Education, or Educ Forum5, also held consultations.

To be functionally literate, or to have the full set of skills and competencies - cognitive, affective, and behavioral - that allow people to: live and work as human beings; develop their potentials; make critical and informed decisions; and function effectively in society within the framework of the **Education for All (EFA)** program, all Filipinos must possess the basic competencies.

The **Global Goals**, also known as the **SDGs or Sustaining Development Goals**, seek to provide universal access to high-quality higher education by ensuring that all people have equitable access to affordable vocational training and by eradicating gender and income inequality. Furthermore, it outlined how a good education is the cornerstone of both human welfare and sustainable development. There has been significant improvement in access to education at all levels and in enrollment rates, especially for women and girls. Realizing universal access to inclusive, high-quality education confirms the idea that it is one of the most effective and reliable engines of sustainable growth.

The Education For All (EFA) objectives are to be attained by the **Basic Education Sector Reform Agenda (BESRA)**. It focuses on particular reform initiatives that fall within these five main reform axes. First, encourage ongoing development in all schools. Second, give teachers more tools to improve their impact on student learning. Third, broaden social support to help students achieve their academic goals. Fourth, enhance

the results of alternative learning systems, business sector involvement, and complementary early childhood education. Fifth, alter DepEd's institutional culture to better support these important reform initiatives. Better standards, national curriculum initiatives that increase intended learning outcomes, multi-sector cooperation, and quality assurance all contribute to better learning outcomes.

The DepEd initiative known as **School-Based Management (SBM)** decentralizes decision-making from the Central Office and field offices to individual schools so that they can better meet their unique educational needs. The SBM grant is one method of empowering the schools. With the implementation of school-based management, the government gives schools more authority and freedom to manage their resources, carry out daily operations, and prepare for the future development of the school.

Despite the challenge posed by the pandemic, public elementary schools in the district continue to perform well. The district stood out with its action research projects involving both teachers and students, academic quiz bees, dancing competitions, journalism, and other extracurricular activities. The finest Brigada Eskwela Implementer award went to Mapulot Elementary School. Several schools used 2N-AIP presentations to highlight various initiatives and successes. A number of students actively participated in a range of online events, including journalism contests and academic quiz bees. At the recently finished Division Research Seminar Colloquium, a few master teachers from the district received awards for Best Poster and Best Presenter.

Vaganova, et. al, (2019), improved pedagogical design process in a preschool educational institution to increase the level of teachers' readiness for pedagogical activity. **Dang and Phan, (2017)**, examined the prior empirical and case study research studies about teacher e-readiness including teacher attitudes, teacher training, and technical skills. **Galieh, et. al, (2021)**, investigated the readiness of elementary school teachers towards the adoption of online-based learning policies.

Although there have been previous studies on teachers' readiness, none of them described teachers' instructional readiness for the national learning camp. Additionally, doing this study will provide new information regarding teachers' readiness for instruction. The ability of teachers to adapt to the camp's requirements is crucial for the operation of the National Learning Camp. To provide the required support structures for the program's success, it is imperative to evaluate teachers' preparation and capabilities to present and administer a specific program.

Statement of the Problem

This study determined the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools of Tagkawayan District II, Division of Quezon for school year 2023-2024.

Specifically, it sought answers to the following questions:

1. To what extent is the implementation of the national learning camp along:
 - 1.1 Assessment of participants,
 - 1.2 Teacher's training,
 - 1.3 Program implementation, and
 - 1.4 Incentives?
2. How significant is the difference on the rank orders of the implementation of the national learning camp between the two clusters?
3. To what extent is the instructional readiness of the teachers in the implementation of the national learning camp in terms of:
 - 3.1 Professional knowledge,
 - 3.2 Professional Practice,
 - 3.3 Professional Engagement, and
 - 3.4 Self-management?

4. How significant is the difference on the rank orders of the instructional readiness of the teachers in the implementation of the national learning camp between the two clusters?
5. What policy recommendations can be derived based on the findings of the study?

Assumptions of the Study

This study was premised on the following assumptions:

The level of implementation of the national learning camp can be gauged from teachers through an evaluation.

The instructional readiness of teachers in the implementation of the national learning camp can be gauged from themselves through an evaluation.

There are policy recommendations that can be derived from the findings of the study.

Hypotheses

The study was based on the following hypotheses:

There is no significant difference on the rank orders of the instructional readiness of teachers in the implementation of the national learning camp between the two clusters.

There is no significant difference on the rank orders of the level of the implementation of the national learning camp between the two clusters.

Significance of the Study

The study determined the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools of Tagkawayan District II for school year 2023-2024. The study will benefit the following:

Learners. Through this study, learners will have a deep understanding about the readiness of teachers in implementing new programs.

Teachers. Findings of this study will provide room for improvement to enhance teacher's strategy and adapt with the programs being implemented in the organization.

School Heads. This study will serve as their basis in providing support to teachers who are part of the program.

Department of Education. This study will give them ideas about the current trends and issues to be able to organize programs that will improve the quality of education in the country.

DepEd Key Officials. This study will serve as their basis to evaluate the success of the National Learning Camp and do necessary adjustments for improvement.

Curriculum Writers. Results of the study will serve as pointers on how curriculum can be revisited to provide quality in the Department's basic curriculum.

Policy Makers. This study will provide updated information to improve policies regarding teacher's readiness and implementation of programs.

Local Government Unit. This study will give updated information about the backlogs in education in order for them to provide support in the education sector.

Parents, Community, and other stakeholders. This study will help them identify the problems within the school and provide the necessary support for teachers and students.

Future Researchers. This study will serve a reliable source of information about teachers’ readiness in the implementation of National Learning Camp.

Researcher Herself. The findings of this study will help the researcher evaluate her readiness in the implementation of a program.

Scope and Delimitation

This study determined the following: The extent of the implementation of the national learning camp along assessment of participants, teacher’s training, program implementation, and incentives; the significant difference on the rank orders of the implementation of the national learning camp between the two clusters, the extent of the instructional readiness of the teachers in the implementation of the national learning camp in terms of professional knowledge, professional practice, professional engagement, and self-management; the significant difference on the rank orders of the instructional readiness of teachers in the implementation of the national learning camp between the two clusters; formulation of policy recommendations derived based on the findings of the study.

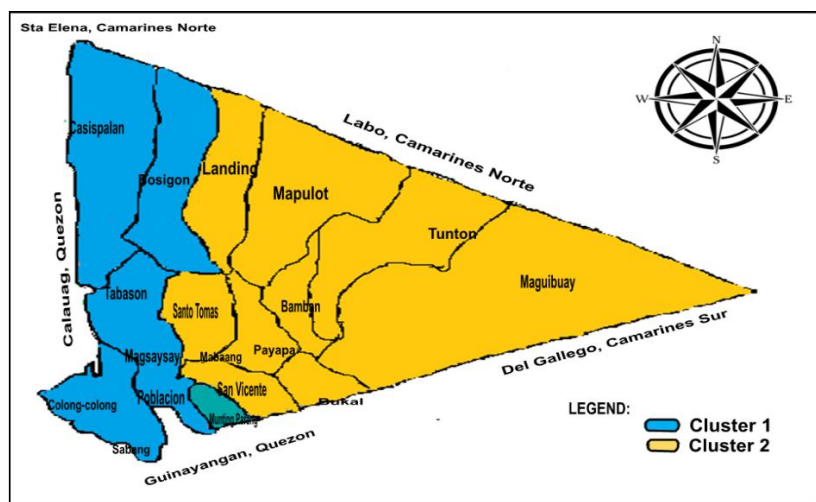
This study was delimited to instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools of Tagkawayan District II for school year 2023-2024. The instructional readiness of teachers and the level of implementation of the national learning camp in the public elementary schools of Tagkawayan District II will be evaluated using evaluations with the following responses: Very much evident, much evident, evident, fairly evident and not at all. It is delimited to two hundred (200) elementary school teachers in Tagkawayan District.

Locale of the Study

Tagkawayan district II was being supervised by Ms. Alicia V. Gonzales, public schools district supervisor. The elementary schools of the district are being managed by 18 school heads and 200 teachers. At present, the total enrolment of the elementary schools of the district is 5,134. The district’s elementary schools are led by one (1) principal II, four (4) principal I, and eleven (10) head teachers.

Mapulot Elementary School and Tagkawayan National High School were awarded best school implementer for Gulay sa Paaralan; SMB was awarded to Bukal Elementary School and Tagkawayan National High School while 2N AIP award was given to Tagkawayan National High School, Mapulot Elementary School, and Tagkawayan Central Elementary School. Best Reading Program was given to Mapulot Elementary School and Payapa Elementary School.

In the previous school year, several schools had received different awards in different levels. Lenie B. Estrope and Claricel Liwag served as coaches in the recently concluded 2023 Palarong Pambansa. Several students from



Source: Tagkawayan, Quezon Municipal Office

Figure 1 The School Location Map of Tagkawayan District II Division of Quezon

Tagkawayan Elementary schools bagged awards in the Journalism Contest. Brigada Eskwela Best Implementers were: Tagkawayan Central ES, Mapulot ES, Tagkawayan NHS and Tabason NHS. Mapulot ES, Tagkawayan NHS and Tagkawayan Central ES were division winners of Nestle Wellness Campus Advocacy Program Contest. Tagkawayan NHS CIP Team were awarded Best Oral Presenter and Best in Video Presentation. The District PSDS, Alicia V. Gonzales, was also awarded Best DMEPA Presenter.

The District II schools include: Bosigon ES, Casispalan ES, Tabason ES, San Vicente ES, Magsaysay ES, Tagkawayan Central ES and Sabang ES, Mapulot ES, Bamban ES, Landing ES, Sto. Tomas ES, Mabaang ES, Mansilay ES, Bukal ES, Maguibuay ES, Tunton ES, Munting Parang ES and Payapa ES.

Definition of Terms

The following terms were operationally defined:

National Learning Camp pertains to a voluntary three-to-five-week learning recovery program that will be offered at the end of every school year. Students who volunteer for the program will be enrolled in one of the three camps: enhancement, consolidation, or intervention.

Assessment of participants is explaining to students the attitudes and behaviors that are valued. Students will be informed that the process of completing the work, rather than just the ultimate result or output.

Teacher's training refers to any assistance and capacity-building that enables educators to properly instruct and evaluate students using the curriculum.

Program implementation pertains to essential to establishing the internal, external, concept, and statistical conclusion validity of outcome evaluations. It relates to how well a suggested program or intervention is put into practice.

Incentives means something that encourages a person or organization to do or achieve something.

Instructional readiness is described by possessing the abilities and expertise necessary for effective instruction, a thorough understanding of the subject matter, and the personality traits and skills necessary to engage in the profession through successful relationship-building.

Professional knowledge enables people to get better at what they do. It's a precise and tangible goal they can work towards. In the long run, improving professional skills boosts productivity.

Professional Practice assists the learner to comprehend how knowledge learned in the classroom may be used to solve issues in the real world.

Professional Engagement describes the level of enthusiasm and dedication a worker feels toward their job. Engaged employees care about their work and about the performance of the organization and feel that their efforts make a difference.

Self-management refers to the capacity to control actions, thoughts, and emotions in a useful manner. For the benefit of the team and oneself, this entails performing at a high

level in both personal and professional responsibilities.

Policy Recommendations are written recommendations for a group or individual with the power to make or sway policy decisions.

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher considered a wide range of domestic and international studies and publications. To provide clarity on the current investigation, this chapter summarizes the associated literature and studies in a way that highlights their parallels and contrasts. Studies about teachers' preparation for instruction, program

implementation, correlation studies, and policy recommendations provided by previous researchers were studied to get a greater understanding of the themes under inquiry. This review covered techniques and design that fueled the current investigation, as well as findings, conclusions, and recommendations. In this chapter, the state-of-the-art theoretical and conceptual frameworks, gaps filled by the study, and relevant paradigms are all synthesized.

Teacher's Instructional Readiness

Most educators think they can change their teaching strategies provided their organizations give them the resources they need. The majority of administrators said that teachers were prepared to use the available digital gadgets, with many nations reaching 90 percent or higher.

Manasia, et. al, (2019), investigated a theoretical model to assess the job readiness of pre-service STEM teachers from an ESD perspective. In order to achieve this goal, the empirical validation of the model was sought by verifying that the theoretical model depicting four central dimensions (professional knowledge, professional practice, professional engagement and self-management) is consistent with empirical data. Moreover, the most important indicators and sensitive indicators of these central dimensions from the view of pre-service STEM teachers were identified.

The study conducted by Manasia aimed to develop a teaching readiness model with a focus on education for sustainable development. On the other hand, the present study focuses on determining the readiness of teachers in the implementation of National Learning Camp.

Suryanti, et. al, (2020), revealed that the assessment results of the completeness of the content of the courses showed that 57% of courses had complete content, 14% of courses had fairly complete content, and 29% of courses had incomplete content. While the survey results on teacher readiness show TPK component are believed to be the essential component in online teaching readiness.

The aforementioned study checked the readiness of teachers in online learning by using two measuring instruments, namely the results of monitoring and a questionnaire of teacher confidence in TPACK consisting of 11 items. In the same way, the present study will utilize researcher-made questionnaires to determine the instructional readiness of teachers.

Aygun, (2019), focused on whether pre-service teachers' curriculum literacy is a meaningful predictor of the level of readiness for the teaching profession or not. 708 pre-service teachers participated in the research who studies. Results indicated that the pre-service teacher curriculum literacy and readiness for teaching profession are at the level of "Agree". Finally, it is shown that pre-service teachers' curriculum literacy level predicts their teacher readiness level for teaching profession.

Aygun's study focused on the extent of pre-service teachers' curriculum literacy level on their teacher readiness. The study is designed in a predictive correlation model. In the same manner, the present study focused on professional knowledge, professional practice, professional engagement, and self-management as indicators of instructional readiness.

Greene, et. al, (2018), linked features of preservice teacher education to three outcome measures for instructional readiness. The findings provided suggestive evidence that different features of preparation are likely promising levers for program improvement but that program leaders and policymakers must first consider which outcome might determine "improvement," as different features appear to be associated with different measures of instructional readiness.

The study conducted by Greene showed the cooperating teachers' perceptions of their pre-service teachers' preparedness to teach at the end of student teaching. Likewise, the present study concentrates on the instructional readiness of elementary school teachers in the implementation of National Learning Camp.

Gabitanan, et. al, (2020), recommended that educational institutions which began online instructions only this academic year keep on monitoring online classes, not only for promotion or evaluation purposes but also for

online pedagogic improvement to assist both the teachers and students in maximizing their performances. It is also advanced that continued trainings and technical support be provided for the teachers to boost their confidence and readiness to teach online.

The aforementioned study explained that examining teachers' ability and readiness is significant in ensuring the success of teachers' abrupt transition to distance online education. On the other hand, the present study focuses only on the implementation of National Learning Camp and how do teachers prepare for the program.

Implementation of National Learning Camp

The National Learning Camp is a part of DepEd's commitment to the National Learning Recovery Program (NLRP) which aims to "close learning gaps and assist K to 12 learners in all public elementary and secondary schools nationwide in attaining learning standards." In implementing the NLC, DepEd also cited results from National Achievement Tests (NATs) and international large-scale assessments (ILSAs) highlighting the need for additional "teaching support to enhance learners' academic performance."

Achelpohl, (2018), revealed that camp served as a vehicle to escape pressures at home, within the neighborhood, and within their own socio-economic constructs. For every participant, the camp experience supported changing mindsets, shaping interests, and building confidence – at home and within the school setting, with continued impact in their current context. Play, self-discovery, camp relationships, increased confidence, and learning new skills were all central phenomena revealed within every participant interview, and substantiated through camper letters and personal writing.

The study conducted by Achelpohl analyzed summer experiential learning through a phenomenological, qualitative research lens, which allowed the researcher to explore the influence of the summer camp experience on future actions and life decisions with greater clarity. On the other hand, the present study focuses on the implementation of National Learning Camp to help learners cope with the learning loss brought about by pandemic.

O' Regan, (2021), showed that there was statistical significance to prove that students who attended the summer literacy benefitted more than those who did not. When looking at reading levels, students who attended the camp did not have an increase in reading levels as shown by their benchmark assessments, but they did not decrease either, showing that there was no summer learning loss. Students who attended the summer literacy camp grew on their aimswebPlus reading scores and mostly remained on the same reading level from spring to fall. The researcher believes that this shows that the summer camp did have an impact and if continued can help in closing the gap for students who attend.

The above study examined whether summer literacy camp was able to help mitigate summer learning loss for students entering grades 1-5. Students attended a five-week summer program that focused on literacy with a STEM component. On the other hand, the present study focuses on the readiness of teachers in the implementation of national learning camp.

Wilson and Sibthorp, (2018), identified key learning outcomes former campers believed were learned at camp that may be applicable to academic and workplace readiness. Consistent with the outcome-based literature, summer camps seem well-suited to teach relationship skills, teamwork, how to live with peers, self-confidence, organization, responsibility, independence, perseverance, career orientation, and emotion regulation. The mechanisms at camp that help support campers' learning of these outcomes include experiential learning, camp as separate in time and space, camp schedules, counselors, communal living, safe and supportive environments, and diversity of people.

The study investigated learning outcomes from camp most applicable to academics and workplace readiness. As a secondary aim, the researchers identified the mechanisms at camp that support this learning. In the same manner, the present study will highlight the significance of national learning camp to learners' achievements.

Nielsen, (2023), found large, positive effects of camp/mentoring participation on the average assessment mark and on readiness for upper secondary education. Camp/mentoring participation increased the average

assessment mark by 15% of a standard deviation and overall readiness for upper secondary education by 18 percentage points. Thus, the program reduced the gap between the average boy by up to 35% and between boys with similar characteristics by up to 80%. It was that the positive effect on the overall readiness assessment was mainly driven by increased academic competencies (22 percentage points), but the camp/mentoring also increased personal competencies (11 percentage points). Nielsen's study investigated how the combination of summer camp and a one-year follow-up program targeted academically disadvantaged boys with a lack of school motivation affects school performance and readiness for upper secondary education. In contrast, the present study considered all levels of learners in the elementary level.

Gossen, et. al, (2021), found that participants' attitudes about the value of engineering and aspirations toward engineering became more positive through the camp. These findings suggest that a learning experience that incorporates hands-on activities that resemble the work of an engineer, a focus on types of engineering careers, and interaction with engineers can provide some of the pieces necessary to prepare a workforce that will meet the needs of our future society.

The aforementioned study looked at one such informal STEM experience, an engineering summer camp for elementary students, to explore how this camp impacted their understanding, awareness, and attitudes toward engineering. On the other hand, the present study concentrates on learner achievement and performance in the elementary level.

Correlational Studies

Summer camp is a professionally tailored program created for kids and teenagers during their summer break so they can get together, have a good time, and acquire things that will last a lifetime. It often consists of a variety of outdoor activities, games, sports, music, arts & crafts, and educational programs, among other things, with the goal of teaching kids new skills and fostering their personal development. Schools, churches, community centers, and other organizations frequently host summer camps.

Samsudin, et. al, (2021), indicated that students were developing resiliency in their lives and positively affected their behavior and attitude. Throughout the outdoor sessions, the students were immersed in self-reflection to comprehend the positive impact of resilience in their lives. Skills of reframing and self-talk were introduced and practiced exposing university students to the benefits of integrating resiliency in their daily routine and responses to real-life issues. The results and discussion of this study highlight the need for further research to enhance our understanding of resilience.

Samsudin's study investigated the effect of outdoor education camp programs on the levels of resilience among Physical Education students from two selected universities in Malaysia. Differently, the present study focuses on the implementation of national learning camp among elementary school pupils.

Daneshfar, et. al, (2014), found that there were positive and significant relationship between student camps and improvement of students' social skills. There was positive relationship between interpersonal skills of students and student camps. Also, there was a positive relationship between decision-making and verbal skills of students and student camps. Therefore, there is no significant difference between the perspective of female and male teachers in Tehran about the impact of camps.

The study aimed to investigate the effect of student camps in socialization of students from the perspective of middle school teachers in Tehran. It investigated the effect of camps in strengthening verbal skills, decision-making, and responsibility and its role in improving students' interpersonal relationships with peers. Similarly, the present study evaluates the national learning camp through the perception of teachers.

Lochridge, (2021), proves a connection between positive social emotional learning development and the natural world. Although the sample size is small, teachers seem to enjoy spending time with students at camp and are motivated to participate in outdoor education because of the student benefits. Preliminary findings suggest that there are many aspects of SEL that camp can help develop. Likewise, results share that camp can align to competencies in some way. While teachers shared that they enjoyed experiences, they also explained

many barriers accompanying school sponsored outdoor education. Data suggests that a decreasing importance is being placed on outdoor education, such as camping, and field trips in general.

The above study generated a survey instrument grounded in existing scholarship to explore middle grades teachers' experiences and attitudes connecting camp and students' social emotional learning. In the same manner, the present study will utilize survey questionnaire to gather data about learning camps and teachers' readiness.

Walton, et. al, (2016), showed that At baseline, 39 percent of children could not recognize letters, and 15 percent could read a paragraph or story. At endline, there was little progress in the control group: 24 percent of children could not recognize letters, and 24 percent could read a paragraph or a story. In contrast, 8 percent of students who participated in the learning camps could not recognize letters, and 49 percent could read a paragraph or a story. This means that the learning camps were twice as effective as regular instruction at teaching students to read a paragraph.

The aforementioned study tested whether Teaching at the Right Level (TaRL) can be implemented at-scale in government schools. The study evaluated the impact of high intensity learning camps during school hours. Likewise, the present study considers the level of learners in providing activities during the learning camp.

Zhang, et. al, (2022), found that online STEM camps could improve students' self-efficacy, computational thinking, and task value, and there is a significant improvement in the self-efficacy ($p = 0.000$) and task value ($p = 0.001$) dimensions. In addition, students with high self-efficacy had higher scores in the other two dimensions. Finally, we summarized the experiences and gains of students and teachers and proposed suggestions for developing online camps based on this experience. The study found that although boys had higher average scores in the dimensions of self-efficacy, computational thinking, and task value than did girls, there was no significant difference. However, some scholars have conducted experiments and found gender differences between boys and girls in the context of STEM activities.

The study launched an online STEM charity camp. Participants included 113 third- and fourth-grade primary school students ranging from 8 to 12 years of age. Pre- and post-test questionnaires and interviews were used to explore the impact of this camp on students. On the other hand, the national learning camp to be assessed by teachers will be conducted in face to face modality.

Synthesis of the State of the Art

The researcher was given factual and pertinent concepts and a framework by the earlier linked literature and studies, which served as the foundation for the dependent and independent variables of this study.

Studies about instructional readiness were conducted by: **Manasia, et. al, (2019)**, on Pre-Service Teacher Preparedness for Fostering Education for Sustainable Development: An Empirical Analysis of Central Dimensions of Teaching Readiness; **Suryanti, et. al, (2020)**, on An Assessment of Teachers' Readiness for Online Teaching; **Aygun, (2019)**, on The prediction of the teaching readiness level of prospective teachers in terms of curriculum literacy; **Greene, et. al, (2018)**, on Who Knows if Our Teachers Are Prepared? Three Different Perspectives on Graduates' Instructional Readiness and the Features of Preservice Preparation That Predict Them; and **Gabitanan, et. al, (2020)**, on Teachers' Self-Assessment of their Online Teaching Readiness and Attitude provided information about teachers' readiness and preparations in a specific program and project.

Studies about the implementation of learning camps were conducted by: **Achelpohl, (2018)**, on Summer Camp and Experiential Learning; **O' Regan, (2021)**, on The Effects of a Summer Literacy Camp to Help Mitigate Summer Learning Loss For Students; **Wilson and Sibthorp, (2018)**, on Examining the Role of Summer Camps in Developing Academic and Workplace Readiness; **Nielsen, (2023)**, on Boys left behind: The effects of summer camp and follow-up strategies on academic, personal, and social competencies; and **Gossen, et. al, (2021)**, on Impact of a Summer Camp on Elementary Students' Understanding and Awareness of Engineering Careers and Attitudes toward Engineering, gave ideas about summer camps and learning camps and how these impact learners and teachers.

Samsudin, et. al, (2021), on The Impact of Outdoor Education Camp Program in Building Resilience among University Students; Daneshfar, et. al, (2014), on The Impact of Student Camps on Students’ Socialization from the Perspective of Middle School Teachers in Tehran; Lochridge, (2021), on Connection Between Camps and Social Emotional Learning in Middle School; Walton, et. al, (2016), on Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children in India; and Zhang, et. al, (2022), on The Influence of Online STEM Education Camps on Students’ Self-Efficacy, Computational Thinking, and Task Value provided information about relationships of different variables like teachers’ readiness, teachers’ preparations, learning camps, summer camps, and impact of camps on learners.

The Gap Bridged in this Study

The related studies reviewed dealt with instructional readiness, teachers’ readiness, impact of learning camps, effects of summer camps and correlation studies. This study focused on the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools and policy recommendations will be developed towards quality education.

THEORETICAL FRAMEWORK

The following theories served as bases on the conduct of the study: Readiness Theory, Constructivist learning theory,

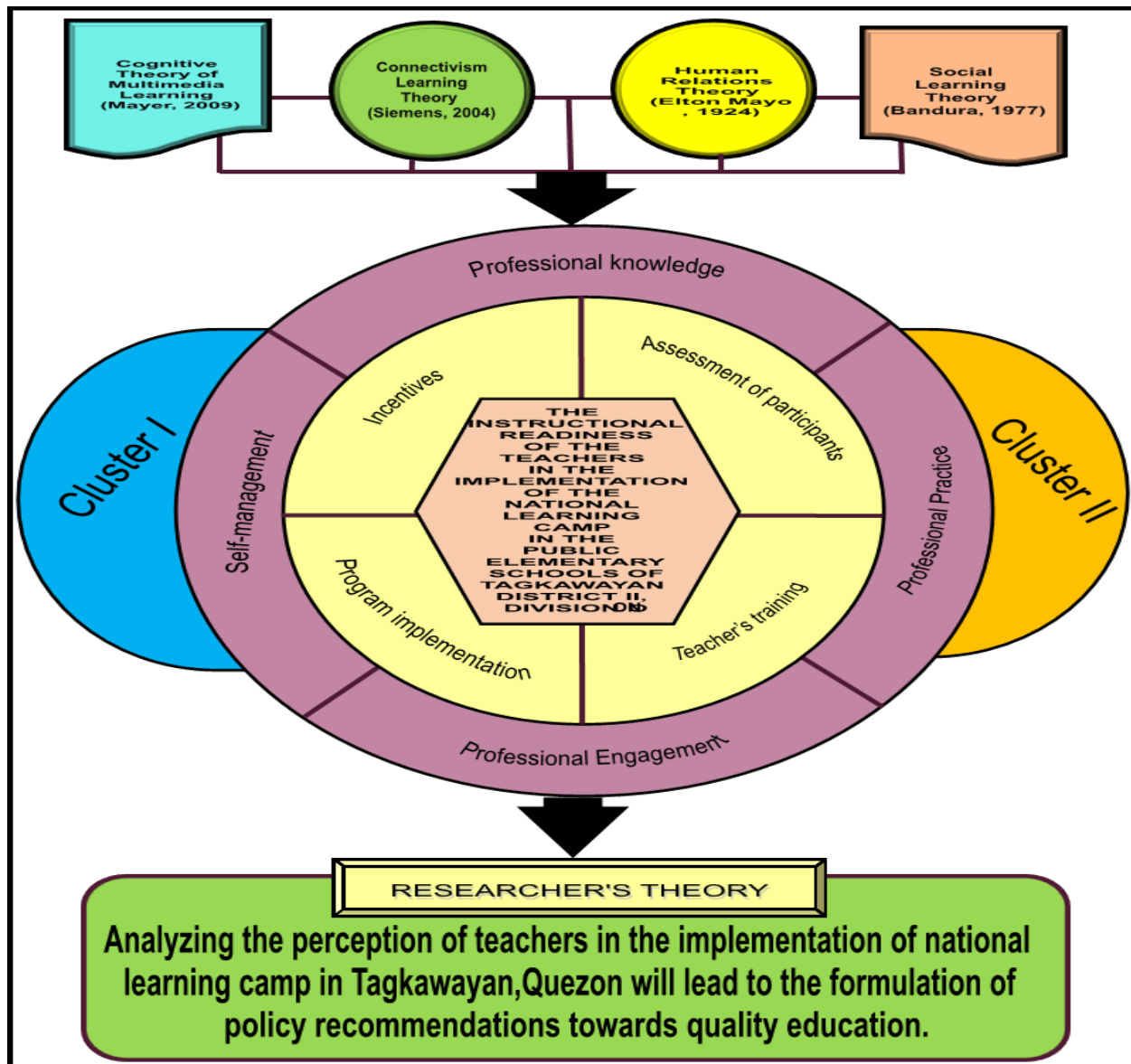


Figure 2 The Theoretical Paradigm

Community & Social Resilience Theory and Conditions of Learning theory.

Cognitive Theory of Multimedia Learning (Mayer, 2009). This theory explains the relationships between three types of processing demands on the learner's cognitive system during learning: generative processing, extraneous processing, and essential processing. Extraneous processing is cognitive processing that does not serve the instructional objective and is caused by poor instructional design. Reduce unnecessary processing, regulate critical processing, and promote generative processing are three crucial instructional design goals since working memory has cognitive processing limitations.

Connectivism Learning Theory (Siemens, 2004). According to the relatively recent learning paradigm known as connectivism, students should effectively combine ideas, theories, and general knowledge. It acknowledges that technology plays a significant role in the learning process and that staying connected all the time allows us to make decisions about our learning. Additionally, it encourages group participation and conversation, allowing for various points of view and views when it comes to making decisions, solving problems, and understanding information. Connectivism encourages learning that takes place in environments other than a person, such as social media, online communities, blogs, or knowledge databases. The first stage in establishing a connectivist classroom is to increase options for digital learning, such as online courses, webinars, social networks, and blogs. Connectivism primarily relies on technology.

Human Relations Theory (Elton Mayo, 1924). The demands of the person and the actions that arise for both individuals and groups are the main topics of the human relations theory. In order to manage people, an interpersonal strategy is required. It implies that both official and informal components make up the organization. The structure of an organization consists of its formal components. The relationships between people are among the informal features of the organization. The group is a particular kind of social system in this sense. To foster individual job satisfaction and the subsequent motivation of the individual, this system should be handled. Notably, a lot of attention is put on group behavior and performance as a result of how individuals interact within groups. Additionally, the idea of individual motivation is crucial to comprehending the Human Relations theory.

Social Learning Theory (Bandura, 1977). Albert Bandura's social learning theory places a strong emphasis on the value of seeing, modeling, and copying other people's behaviors, attitudes, and emotional responses. The interaction of environmental and cognitive influences on human cognition and behavior is taken into account by the social learning hypothesis. The observer will also look at any subsequent incentives and punishments in addition to the act itself. The observer will most likely copy the conduct if they believe the benefits outweigh the disadvantages (punishment). However, if the observer does not value the vicarious reinforcement enough, they will not imitate the activity.

Researcher's Theory. From the insights gained from the four theories: Cognitive Theory of Multimedia Learning, Connectivism Learning Theory, Human Relations Theory and Social Learning Theory, the researcher was able to formulate the researcher's theory which guided her in the conduct of the study. The main focus of the study is to determine the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools. Guided and supported by the theories and ideas presented by experts, policy recommendations will be formulated towards quality education.

Conceptual Framework

The theoretical framework was used to create a conceptual framework, which subdivides each variable's constituent parts into more focused variables.

The conceptual framework of the study served as the researchers' guide, concept, ideas and the main thrust of the study.

Input. The following were taken as inputs of the study: 1987 Philippine Constitution, Legal bases, Republic Act No. 7784, Republic Act No. 9155, Republic Act No. 10533, Republic Act No. 4670, DO no. 35 s. 2016,

BE-LCP, EFA, SDG, BESRA, SBM, Related Literature and studies, Theories, Respondents, Researcher-made Questionnaires and Statistical Tools.

Process. The process employed are the following: identifying the perception of teachers in the implementation of national learning camp along assessment of participants, teacher’s training, program implementation, and incentives; drawing out the significant difference on the rank orders of the perception of teachers in the implementation of national learning camp between the two clusters; determining the extent of the instructional readiness of teachers in the

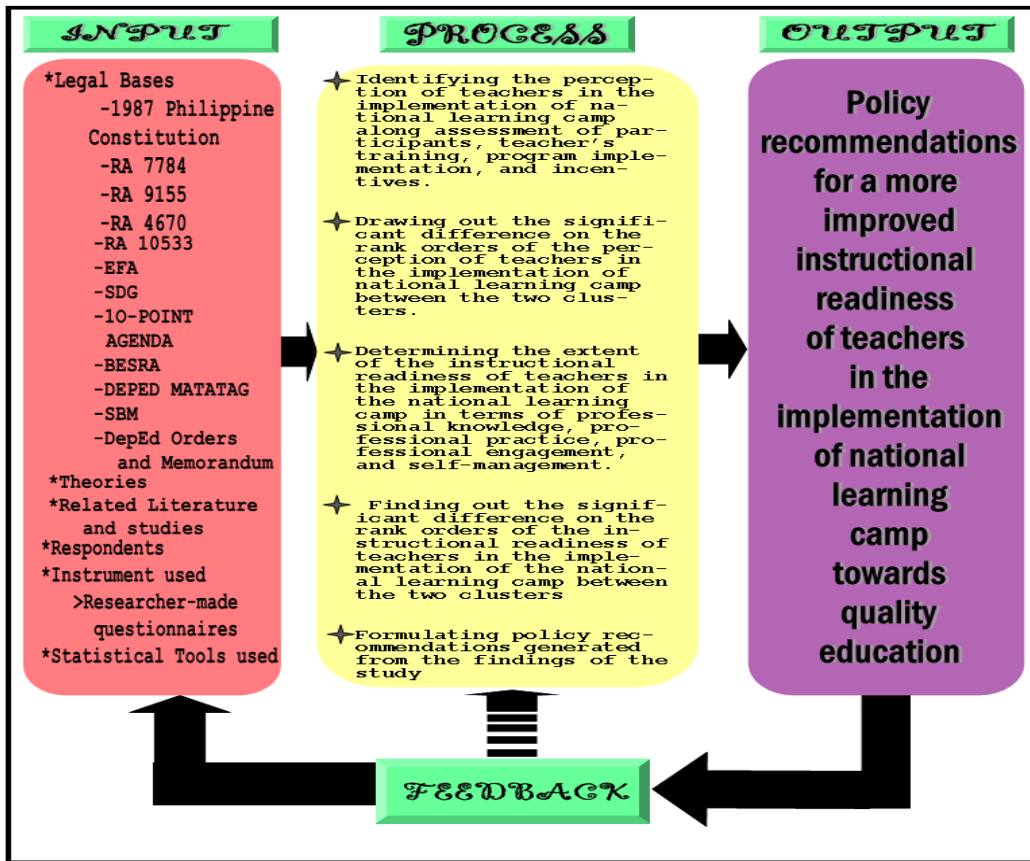


Figure 2 The Conceptual Paradigm

implementation of the national learning camp in terms of professional knowledge, professional practice, professional engagement, and self-management; finding out the significant difference on the rank orders of the instructional readiness of teachers in the implementation of the national learning camp between the two clusters; formulating of policy recommendations derived based on the findings of the study.

Output. To improve the teachers’ performance towards quality education, policy recommendations are formulated in the conduct of the study. These policy recommendations serve as the findings which are subject to feedback and critiquing.

RESEARCH DESIGN AND METHODOLOGY

The research design is discussed in terms of the methods to be used, the study's participants and population frame, sampling strategy, data sources, creation and validation of instruments, scoring, and various statistical methods to be used in data analysis.

Research Design

Descriptive-evaluative-inferential method of research was used by the researcher. It utilized one set of researcher-made questionnaires for instructional readiness of teachers and perception of teachers in the

implementation of national learning camp in the elementary schools of Tagkawayan District II.

Sampling Technique

Purposive sampling was used in determining the respondents in Tagkawayan District II. Total enumeration was used to identify the public elementary school teachers in the district. The respondents of the study came from the public elementary schools in Tagkawayan District II.

Respondents of the Study

The respondents of the study are composed of two hundred (200) public elementary school teachers of Tagkawayan District II who were selected from the schools of the two (2) clusters in Tagkawayan District II.

Table 1 Respondents of the Study

Name of Schools Cluster 1	Teachers	Percentage
1. Casispalan ES	7	4
2. Magsaysay ES	12	6
3. Sabang ES	7	4
4. San Vicente ES	7	4
5. Tabason ES	10	5
6. Tagkawayan Central ES	62	30
7. Bosigon ES	6	2
8. Sub-total	111	55
Name of Schools Cluster 2	Teachers	Percentage
1. Bamban ES	12	6
2. Bukal ES	7	4
3. Landing ES	8	4
4. Mabaang ES	5	2
5. Maguibuay ES	5	2
6. Mapulot ES	18	9
7. Munting Parang ES	5	2
8. Payapa ES	7	4
9. Sto. Tomas ES	7	4
10. Tunton ES	8	4
11. Mansilay ES	7	4
Sub-total	89	45
Grand Total	200	100

The Research Instrument

A questionnaire created by the researcher was used. Her advisor checked them and offered suggestions, revisions, and recommendations. For the instrument's completion, the researcher took into account corrections and recommendations. Before the questionnaires are handed to the respondents, a number of validation processes was performed.

Table 2

Table of Specifications

Part I. Instructional Readiness of Teachers	Number of Items	Item Placement	Percentage
1. Professional knowledge	10	1-10	13
2. Professional practice	10	11-20	13
3. Professional engagement	10	21-30	13

4. Self-management	10	31-40	13
Sub-Total	40		50
Part II. Implementation of National Learning Camp			
1. Assessment of participants	10	41-50	13
2. Teacher’s training	10	51-60	13
3. Program implementation	10	61-70	13
4. Incentives	10	71-80	13
Sub-Total	40		50
Grand Total	80		100

The first part of questionnaire was instructional readiness of teachers evaluation which is divided into 4 parts
Professional knowledge - items 1 to 10

- Professional practice - items 11 to 20
- Professional engagement - items 21 to 30
- Self-management - items 31 to 40

The second part of the questionnaire was implementation of National Learning Camp evaluation which are:

1. Assessment of participant -items 41 to 50
2. Teacher’s training-items 51 to 60
3. Program implementation -items 61 to 70
4. Incentives -items 71 to 80

Evaluation and Scoring

The options of the questionnaires were assigned points within a continuum of five for ease of the administration as follows:

The following values were used:

SCALE	RATING	VERBAL INTERPRETATION
5	4.50-5.00	Very Much Evident(VME)
4	3.50-4.49	Much evident (ME)
3	2.50-3.49	Evident(E)
2	1.50-2.49	Fairly evident(FE)
1	1.00-1.49	Not At All (NA)

Validation

The surveys went through several validation steps, but they were nevertheless presented to her adviser for approval, suggestions, and criticisms. The validation method was conducted by the researcher according to standard practice.

Reliability and Validity of the Instrument

To know the internal consistency of the instrument Kuder Richardson Formula 21 was used: (Deidreich,1976).

$$r = 1 - \frac{M(N-M)}{N(S^2)}$$

Where:

r = reliability coefficient

M = mean
 N = number of items
 S = standard deviation

The significance of reliability coefficient was tested using the formula (Siegel, 1988).

$$t = r_s \sqrt{\frac{N-2}{1-r_s^2}}$$

Where: r = reliability coefficient
 n = number of items

The reliability of the instrument yielded 0.71 with a t-value of 7.17. With this, it is noted that the instrument is acceptable.

The Research Procedures

The following were the step-by-step procedures that were observed in the conduct of the study:

Presented the thesis proposal.

1. Reflected all the suggestions and recommendations during the proposal.
2. Sought permission from the higher authorities to conduct the study (thru channels).
3. Constructed the questionnaire for the respondents.
4. Validated the instrument.
5. Conducted the dry run.
6. Finalized the instrument for its reliability.
7. Administered and collected the questionnaires from the respondents.
8. Tallied, tabulated, and plotted the data on tables and shown in figures.
9. Presented, interpreted and analyzed the data.
10. Encoded the manuscript.
11. Submitted for pre-oral defense.
12. Reflected all the suggestions and recommendation during the pre-oral.
13. Submitted for final defense.

Research Procedures	2023					2024						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	July
1. Presented the research proposal.												
2. Reflected all the suggestions and recommendation during the proposal.												
3. Sought permission from higher authorities to conduct the study. (thru channel)												
4. Constructed the questionnaire for the respondents.												
5. Validated the instrument.												
6. Conducted the dry-run.												
7. Finalized the instrument for its reliability.												
8. Administered and collected the questionnaires from the respondents.												

The Instructional Readiness of the Teachers in the Implementation of the National Learning Camp in the Public Elementary Schools of Tagkawayan District II, Division of Quezon

This chapter deals with the presentation, analysis, and interpretation of the data gathered in the study. It considered the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools of Tagkawayan District II, Division of Quezon for school year 2023-2024.

To answer the specific problems in this study, discussions and presentations were made, as follows:

The extent of the implementation of the national learning camp along:

- 1.1 Assessment of participants,
- 1.2 Teacher’s training,
- 1.3 Program implementation, and
- 1.4 Incentives.

The test of significant difference on the rank orders of the implementation of the national learning camp between the two clusters.

The extent of the instructional readiness of the teachers in the implementation of the national learning camp in terms of:

- 3.1 Professional knowledge,
- 3.2 Professional Practice,
- 3.3 Professional Engagement, and
- 3.4 Self-management.

4. The test of significant difference on the rank orders of the instructional readiness of teachers in the implementation of the national learning camp between the two clusters.

5. The policy recommendations derived based from the findings of the study.

The Implementation of the National Learning Camp As Perceived by Teachers

The National Learning Camp aims to create a camp-like atmosphere by integrating fun and engaging activities to foster learner interests, socio-emotional skills, personal growth, and character development. By offering activities that bridge the gap between subjects, the camp fosters a holistic understanding that prepares students for the future.

Assessment of Participants. Table 3 presents the 9 items of the implementation of National Learning Camp in terms of

Table 3 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Assessment of Participants

Indicators	Cluster I			Cluster II			AVERAGE		
	W _x	I	R	W _x	I	R	W _x	I	R
1. Considers large scale assessment results.	3.68	ME	9	3.79	ME	9	3.74	ME	9
2. Checks students background and past performances.	4.57	VME	2	4.44	ME	3	4.51	VME	3
3. Evaluates students’ grades.	4.33	ME	6	4.21	ME	7	4.27	ME	6
4. Reflects with the result of literacy and numeracy.	4.11	ME	7	4.35	ME	5	4.23	ME	7
5. Selects participants based on their needs.	4.63	VME	1	4.59	VME	2	4.61	VME	1

6. Places participants on the camp that fits them.	4.43	ME	4	4.41	ME	4	4.42	ME	4
7. Encourages learners to be part of the learning camp.	4.05	ME	8	3.96	ME	8	4.01	ME	8
8. Learns form the past records of students.	4.38	ME	5	4.27	ME	6	4.33	ME	5
9. Provides assessment to determine the level of performance among learners.	4.55	VME	3	4.61	VME	1	4.58	VME	2
Average	4.30	ME		4.29	ME		4.30	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

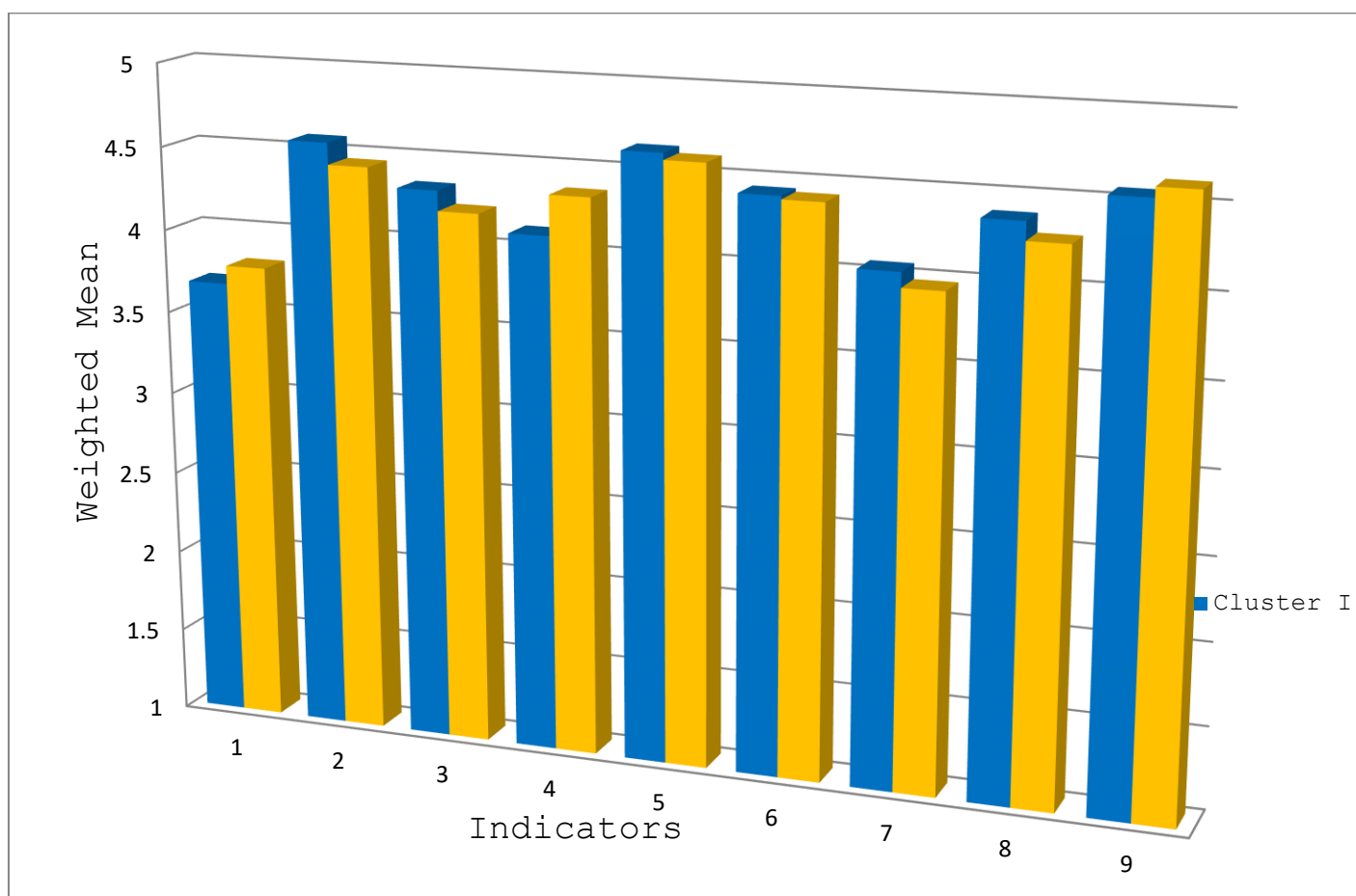


Figure 5 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Assessment of Participants

assessment of participants as perceived by teachers. The table reveals an assessment of 4.30, interpreted as “Much Evident”. The following describes the implementation of National Learning Camp in terms of assessment of participants: Selects participants based on their needs (4.61), provides assessment to determine

the level of performance among learners (4.58), checks students background and past performances (4.51), places participants on the camp that fits them (4.42), learns form the past records of students (4.33), evaluates students' grades (4.27), reflects with the result of literacy and numeracy (4.23), encourages learners to be part of the learning camp (4.01), and considers large scale assessment results (3.74).

Based on the evaluation made, the respondents' assessment was interpreted as "Much Evident". It implies that the schools that implement National Learning Camp select participants based on their needs and they provide assessment to determine the level of performance among learners.

Teacher's Training. Table 4 presents the 9 items of implementation of National Learning Camp in terms of teacher's training as perceived by teachers. The table reveals an assessment of 3.68, interpreted as "Much Evident".

Table 4The Implementation of the National Learning Camp as Perceived by Teachers in terms of Teacher's Training

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
Undergoes professional training in preparation for the camp.	3.34	E	9	3.41	E	8	3.38	E	9
Reads and prepares materials needed in the camp.	3.87	ME	3	4.02	ME	1	3.95	ME	2
Shows enthusiasm in attending capacity building seminars.	3.56	ME	7	3.68	ME	5	3.62	ME	5
Identifies prospective teachers who will handle the specific camps.	3.89	ME	2	3.96	ME	2	3.93	ME	3
Provides sets of teacher-learning materials for the program.	3.61	ME	5	3.54	ME	6	3.58	ME	6
Utilizes available supplementary learning resources that align with the targeted learning competencies	3.44	E	8	3.32	E	9	3.38	E	8
Shows active participation in training related to national learning camp.	3.58	ME	6	3.52	ME	7	3.55	ME	7
Reflects on own potentials in delivering instruction during the camp.	4.12	ME	1	3.95	ME	3	4.04	ME	1
Improves ones teaching strategies to suit learners' needs.	3.67	ME	4	3.71	ME	4	3.69	ME	4
Average	3.68	ME		3.68	ME		3.68	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

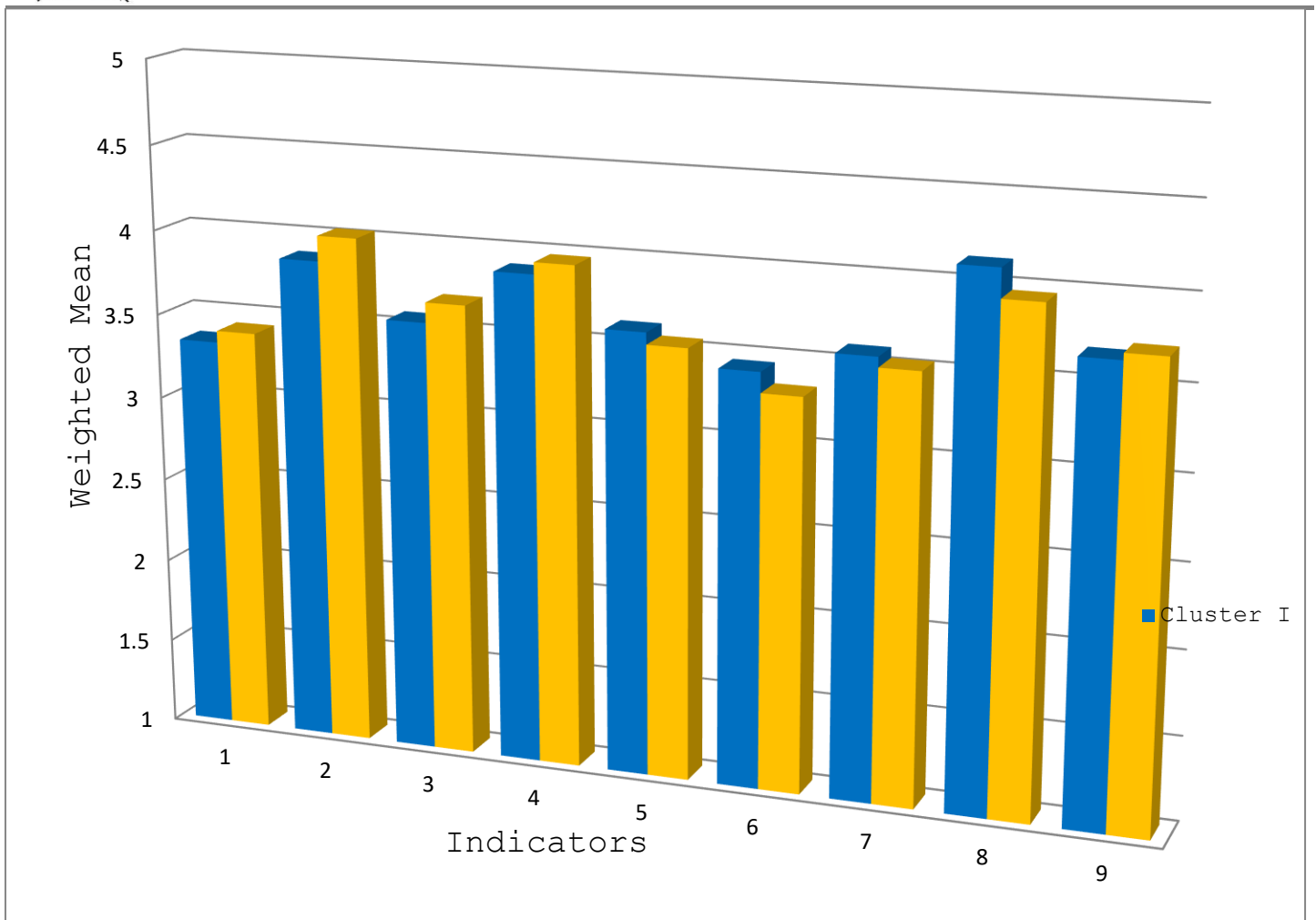


Figure 6The Implementation of the National Learning Camp as Perceived by Teachers in terms of Teacher’s Training

The following describes the implementation of National Learning Camp in terms of teacher’s training: Reflects on own potentials in delivering instruction during the camp (4.04), reads and prepares materials needed in the camp (3.95), identifies prospective teachers who will handle the specific camps (3.93), improves ones teaching strategies to suit learners’ needs (3.69), shows enthusiasm in attending capacity building seminars (3.62), provides sets of teacher-learning materials for the program (3.58), shows active participation in training related to national learning camp (3.55), undergoes professional training in preparation for the camp (3.38), and utilizes available supplementary learning resources that align with the targeted learning competencies (3.38).

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that schools reflect on own potentials in delivering instruction during the camp, reads and prepares materials needed in the camp, and identifies prospective teachers who will handle the specific camps.

Achelpohl, (2018), provided insight on the influence summer experiential learning opportunities had on research participants during their childhood and adolescent years. Participants shared pinnacle experiences, triumphs, challenges, and personal perspectives from an underrepresented population within current summer experiential learning research.

Program Implementation. Table 5 presents the 9 items of implementation of National Learning Camp in terms of program implementation as perceived by teachers. The table reveals an assessment of 4.12, interpreted as “Much Evident”. The following describes the implementation of National Learning Camp in terms of program implementation: Provides learners with opportunities for catch-up learning and holistic development (4.34), fosters positive values such as teamwork and respect for diversity (4.31), ensures that learners receive support throughout their participation in the program (4.30), integrates fun and engaging

activities to foster learner interests (4.29), enhances academic competencies, socio-emotional skills, and values formation (4.22), highlights the importance of continuous professional development for teachers involved in implementing the NLC (4.11), addresses the learning gaps and challenges faced by students due to disruptions (3.99), collaborates among different stakeholders (3.92), and offers a holistic intervention strategy that promotes competencies, socio-emotional skills, and values formation among learners (3.65).

Based on the evaluation made, respondents' assessment

Table 5 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Program Implementation

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Integrates fun and engaging activities to foster learner interests.	4.35	ME	2	4.22	ME	5	4.29	ME	4
2. Addresses the learning gaps and challenges faced by students due to disruptions.	3.93	ME	7	4.05	ME	7	3.99	ME	7
3. Provides learners with opportunities for catch-up learning and holistic development.	4.53	VM E	1	4.15	ME	6	4.34	ME	1
4. Enhances academic competencies, socio-emotional skills, and values formation.	4.12	ME	4	4.31	ME	3	4.22	ME	5
5. Collaborates among different stakeholders.	3.85	ME	8	3.99	ME	8	3.92	ME	8
6. Ensures that learners receive comprehensive support throughout their participation in the program.	4.11	ME	5	4.48	ME	1	4.30	ME	3
7. Fosters positive values such as teamwork and respect for diversity.	4.26	ME	3	4.36	ME	2	4.31	ME	2
8. Highlights the importance of continuous professional development for teachers involved in implementing the NLC.	3.94	ME	6	4.28	ME	4	4.11	ME	6
9. Offers a holistic intervention strategy that promotes academic competencies, socio-emotional skills, and values formation among learners.	3.72	ME	9	3.57	ME	9	3.65	ME	9
Average	4.09	ME		4.16	ME		4.12	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

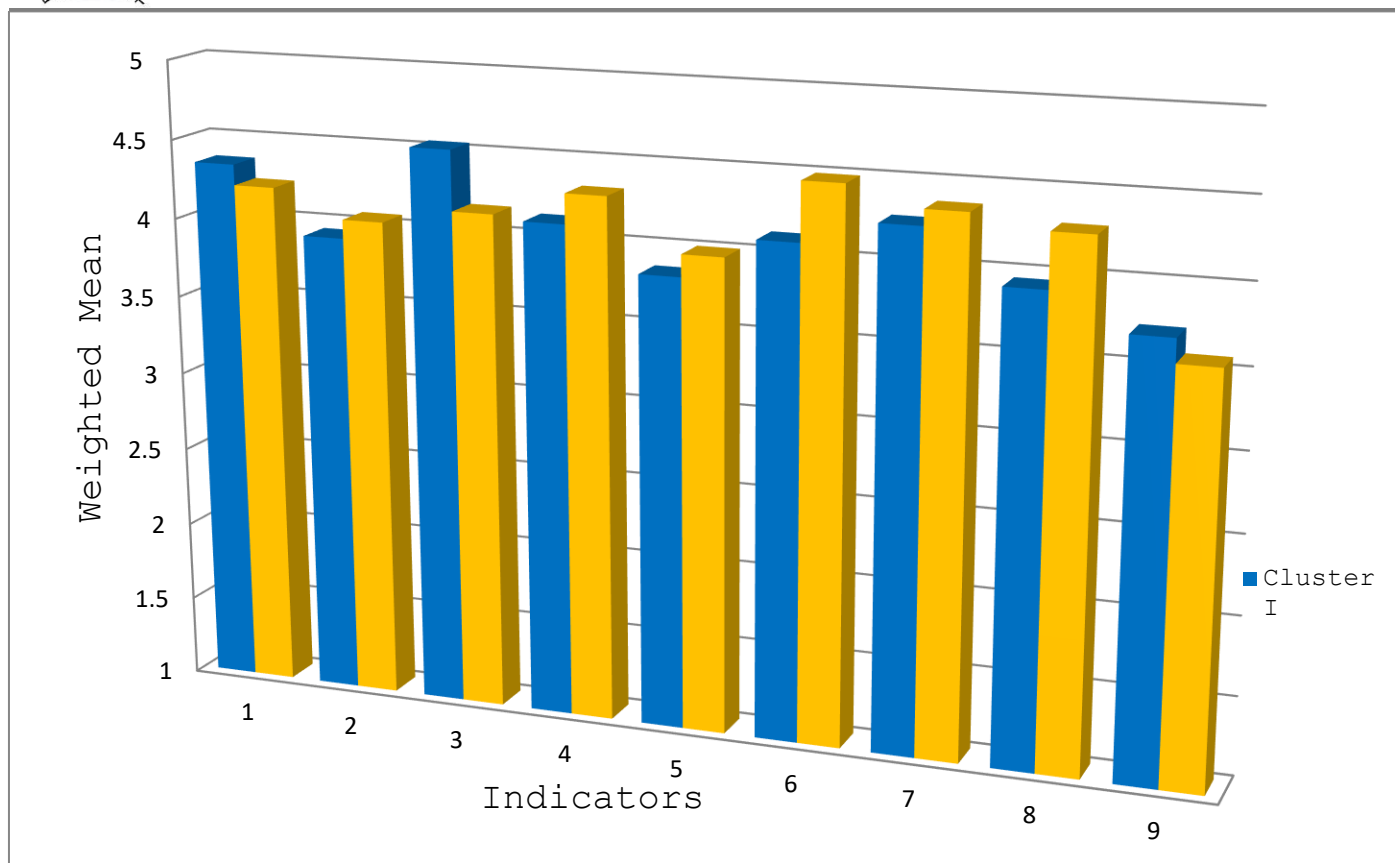


Figure 7 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Program Implementation

was interpreted as “Much Evident”. It implies that schools provide learners with opportunities for catch-up learning and holistic development and fosters positive values such as teamwork and respect for diversity.

Nielsen, (2023), found that group mentoring in the follow-up program improves personal and social competencies, suggesting that the format of the follow-up program is crucial for effects on personal and social competencies.

Incentives. Table 6 presents the 9 items of implementation of National Learning Camp in terms of incentives as perceived by teachers. The table reveals an assessment of 4.21, interpreted as “Much Evident”. The following describes the implementation of National Learning Camp in terms of incentives: Teachers receives certificate of recognition (4.60), teachers are provided with vacation service credits (4.58), develops teachers’ strategies in teaching (4.33), improves teaching performances (4.33), receives additional compensation aside from salary (4.26), enhances job-embedded learning opportunities for teachers (4.08), updates oneself on the new trends and issues in education (4.07), supports the professional development of teachers (3.94), and promotes reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches (3.70).

Table 6 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Incentives

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Teachers are provided with vacation service credits.	4.68	VME	1	4.47	ME	2	4.58	VME	2
2. Teachers receives certificate of recognition.	4.57	VME	2	4.62	VME	1	4.60	VME	1

3. Develops teachers’ strategies in teaching.	4.28	ME	4	4.38	ME	3	4.33	ME	3.5
4. Improves teaching performances.	4.45	ME	3	4.21	ME	5.5	4.33	ME	3.5
5. Updates oneself on the new trends and issues in education.	4.12	ME	6	4.01	ME	8	4.07	ME	7
6. Receives additional compensation aside from salary.	4.19	ME	5	4.32	ME	4	4.26	ME	5
7. Supports the professional development of teachers.	3.85	ME	8	4.02	ME	7	3.94	ME	8
8. Enhances job-embedded learning opportunities for teachers.	3.95	ME	7	4.21	ME	5.5	4.08	ME	6
9. Promotes reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches.	3.61	ME	9	3.78	ME	9	3.70	ME	9
Average	4.19	ME		4.22	ME		4.21	ME	

Legend:	Scale	Interpretation	I	Acronym
	4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
	3.50-4.49	Much Evident	(ME)	I-Interpretation
	2.50-3.49	Evident	(E)	R- Rank
	1.50-2.49	Fairly Evident	(FE)	
	1.00-1.49	Not at All	(NA)	

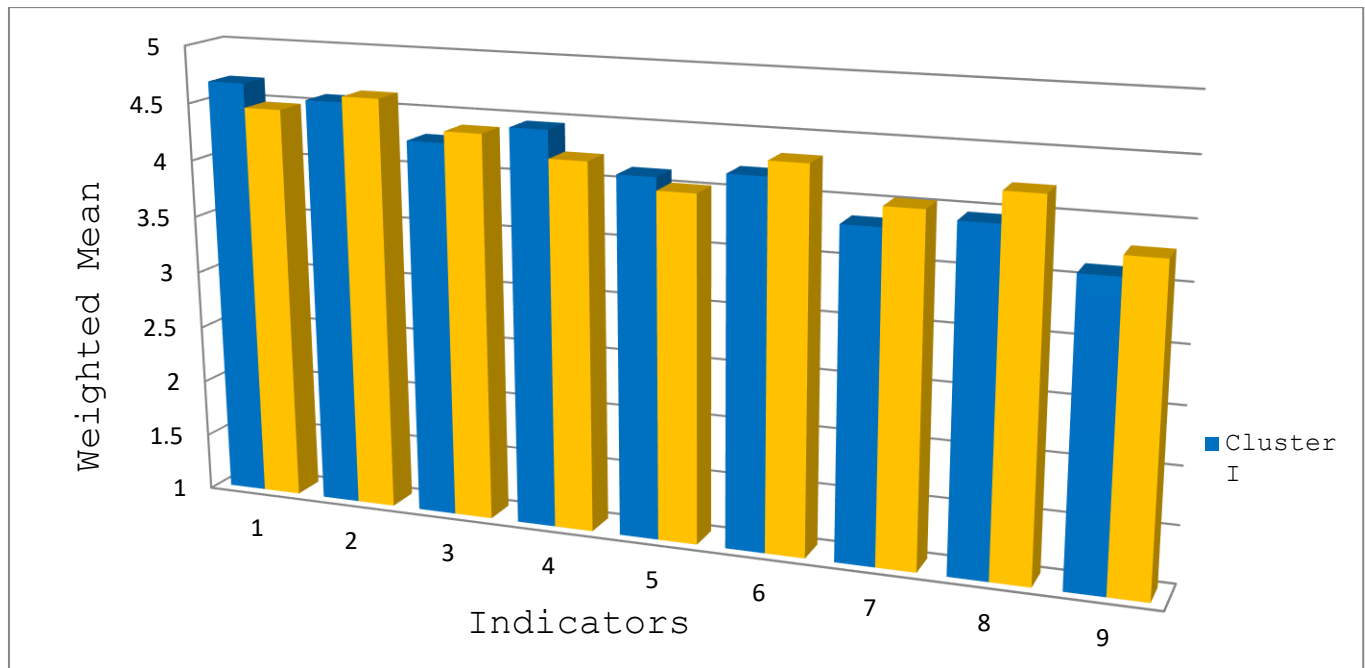


Figure 8 The Implementation of the National Learning Camp as Perceived by Teachers in terms of Incentives

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that teachers receive certificate of recognition after the camp, they are provided with vacation service credits, and their strategies in teaching were developed.

David, et. al (2024), explained that National Learning Camp exhibited numerous positive impacts and experiences, it also revealed dissatisfaction, diverse perceptions, and challenges educators and students face. Addressing these concerns and refining educational approaches will be pivotal in enhancing the overall positive impact and effectiveness of similar educational programs for all involved participants.

The Summary of the Implementation of the National Learning Camp As Perceived by Teachers

Table 7 illustrates the summary of the implementation of the National Learning Camp as perceived by teachers and their verbal interpretation in terms of assessment of participants, teacher’s training, program implementation, and incentives.

As reflected on the table, from the assessment of teachers, assessment of participants was perceived (4.30), teacher’s training (3.68), program implementation (4.12), and incentives (4.21). They were perceived as “Much Evident”.

To sum these up, all dimensions of implementation of the National Learning Camp are observed. It provided positive

Table 7 The Summary of The Implementation of the National Learning Camp as Perceived by Teachers

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
Assessment of Participants	4.30	ME	1	4.29	ME	1	4.30	ME	1
Teacher’s Training	3.68	ME	4	3.68	ME	4	3.68	ME	4
Program Implementation	4.09	ME	3	4.16	ME	3	4.12	ME	3
Incentives	4.19	ME	2	4.22	ME	2	4.21	ME	2
Average Weighted Mean	4.07	ME		4.09	ME		4.08	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

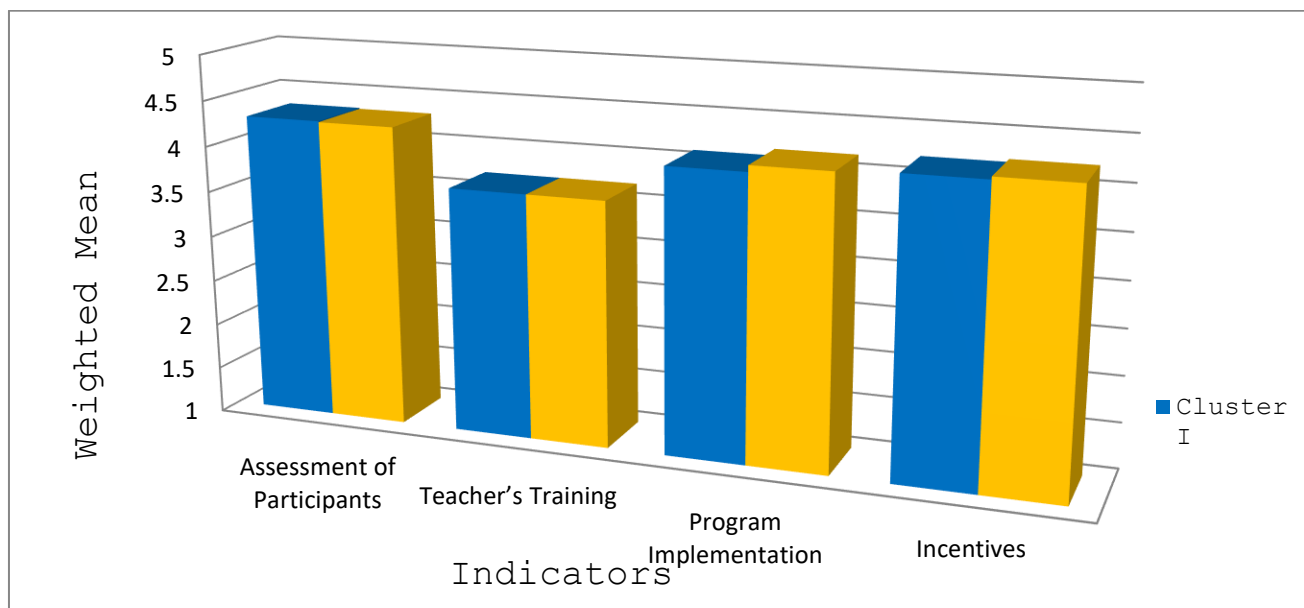


Figure 9 Summary of The Implementation of the National Learning Camp as Perceived by Teachers

experience among teacher volunteers. Minor dissatisfaction persisted concerning the teacher’s training and program implementation. These areas necessitate improvement for future events to enhance overall Satisfaction.

Gara, et. al (2024), implied that specific teaching methods effectively engaged participants, especially group discussions and hands-on exercises. Nevertheless, there were mixed opinions about overall Satisfaction with the techniques, suggesting the need for refining and diversifying teaching approaches to improve participant satisfaction in subsequent learning camps.

The Test of Significant Difference on the Rank Orders of The Implementation of the National Learning Camp Between the Two Clusters

Table 8 describes the significant difference on the rank orders of the implementation of the National Learning Camp between the two clusters as perceived by teachers. The summation of the ranks of Cluster I for assessment of participants 84, teacher’s training 86, program implementation 95, and incentives 89. The summation of the ranks of Cluster II for assessment of participants 87, teacher’s training 85, program implementation 76, and incentives 82.

Table 8 The Test of Significant Difference on the Rank Orders of the Implementation of the National Learning Camp Between the Two Clusters in Tagkawayan District II

Indicators	Assessment of Participants	Teacher’s Training	Program Implementation	Incentives
Summation of the Ranks of Big Group	84	86	95	89
Summation of the Ranks of Small Group	87	85	76	82
Number of Cases for Small Group	9	9	9	9
Number of Cases for Big Group	9	9	9	9
Total Number of Cases	18	18	18	18
Computed z	-0.08	0.08	0.88	0.35
Probability Associated with the Z	0.4681	0.4681	0.1804	0.3632
Decision on H ₀	Accepted	Accepted	Accepted	Accepted
Significant Difference	Not Significant	Not Significant	Not Significant	Not Significant

The computed z and the probability associated with z resulted to: assessment of participants -0.08 and 0.4681 ($p>0.05$), teacher’s training 0.08 and 0.4681 ($p>0.05$), program implementation 0.88 and 0.1804 ($p>0.05$), and incentives 0.35 and 0.3632 ($p>0.05$).

Based on the results, the researcher decided to accept the null hypothesis on the given dimensions of implementation of the National Learning Camp. This is because the probability values were greater than 0.05. Analytically, we can say that there is no significant difference on the implementation of the National Learning Camp.

Piper, et. al (2020), showed different learning outcomes by country-of-origin group. Other literature suggests that refugee students’ country of origin may influence learning, possibly due to family literacy rates, ease of connection to schools and school culture, previous educational experiences in the country of origin. Findings point to the urgent need to invest heavily in improving learning among refugee children, rather than focusing solely on their access to education.

The Instructional Readiness of Teachers as Perceived by Themselves

Teachers were more aware of the need for updated special education training that would equip them in handling pupils’ behavior and would provide them teaching strategies in imparting lessons to the mainstream pupils. Teachers were favorable to National Learning Camps. However, they need to be exposed to training, seminars, and workshops.

Professional Knowledge. Table 9 presents the 9 items of the instructional readiness of teachers in terms of professional knowledge as perceived by themselves. The table reveals an assessment of 3.96, interpreted as “Much Evident”. The following describes the instructional readiness of teachers in terms of professional knowledge: Uses ICT tools and digital game-based learning (4.31), speaks to more experienced colleagues to discuss good practices and new teaching techniques (4.29), includes a wide range of activities so that each lesson caters to different learning styles (4.18), delivers content and fosters academic growth (4.16), promotes lifelong learning and academic excellence (3.96), focuses on feedback and reflection (3.94), reviews the results of successful practices (3.82), expresses the need to collaborate with their peers (3.50), and helps students master literary analysis skills (3.49).

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that the teachers utilize different ICT tools and applications, communicate to colleagues about updated practices and new

Table 9The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Knowledge

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Focuses on feedback and reflection.	3.84	ME	6	4.03	ME	6	3.94	ME	6
2. Delivers content and fosters academic growth.	4.11	ME	4	4.21	ME	3	4.16	ME	4
3. Reviews the results of successful practices.	3.73	ME	7	3.91	ME	7	3.82	ME	7
4. Helps students master literary analysis skills.	3.35	E	9	3.62	ME	8	3.49	E	9
5. Expresses the need to collaborate with their peers.	3.56	ME	8	3.43	E	9	3.50	E	8
6. Promotes lifelong learning and academic excellence.	3.86	ME	5	4.05	ME	5	3.96	ME	5
7. Uses ICT tools and digital game-based learning.	4.28	ME	2	4.33	ME	1	4.31	ME	1
8. Includes a wide range of activities so that each lesson caters to different learning styles.	4.19	ME	3	4.17	ME	4	4.18	ME	3
9. Speaks to more experienced colleagues to discuss good practices and new teaching techniques.	4.31	ME	1	4.26	ME	2	4.29	ME	2
Average	3.91	ME		4.00	ME		3.96	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

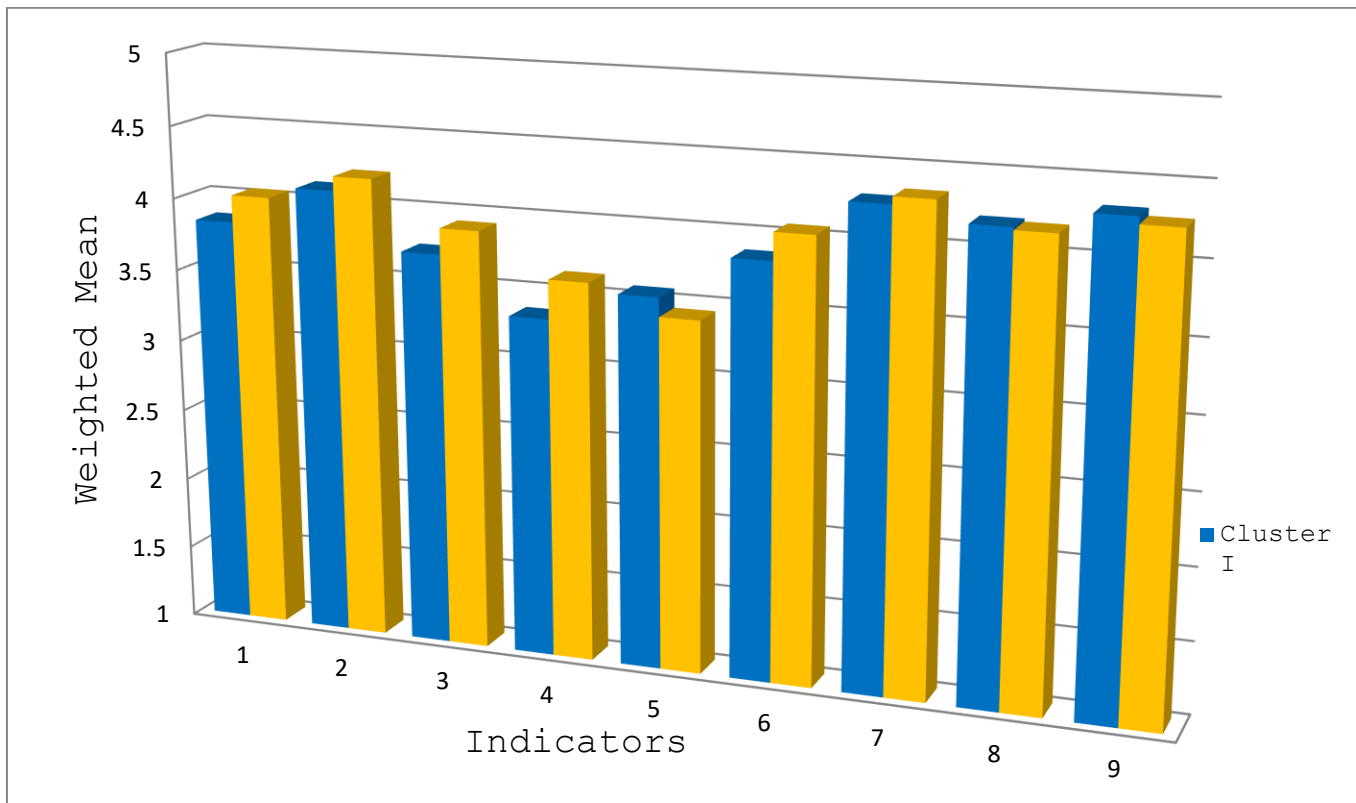


Figure 10 The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Knowledge

teaching techniques, and consider a wide range of activities so that each lesson caters to different learning styles.

Ramaligela, (2021), implied that the content and instructional knowledge displayed by most pre-service Technology teachers was inadequate, which weakened their effectiveness in the classroom. As a result, learners were deprived of the opportunity to sharpen their cognitive skills and develop authentic interest in Technology.

Professional Practice. Table 10 presents the 9 items of the instructional readiness of teachers in terms of professional practice as perceived by themselves. The table reveals an assessment of 4.01, interpreted as “Much Evident”. The following describes the instructional readiness of teachers in terms of professional practice: Helps nurture an environment conducive to learning (4.47), fosters a positive social climate in the classroom (4.39), utilizes the latest technologies (4.38), keeps lessons engaging and as current as possible (4.24), makes an effort to get to know and connect with each student (3.97), strengthens relationships among parents, families, educators and young children (3.86), takes the time to reflect which can help spark ideas for your own teaching (3.73), breaks down large concepts into smaller, more digestible lessons (3.65), and asks for feedback from colleagues who also teach subject matter (3.42).

Table 10 The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Practice

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Breaks down large concepts into smaller, more digestible lessons.	3.55	ME	8	3.74	ME	8	3.65	ME	8
2. Utilizes the latest technologies.	4.48	ME	2	4.27	ME	3	4.38	ME	3
3. Strengthens relationships among parents, families, early educators and young children.	3.73	ME	6	3.98	ME	5	3.86	ME	6
4. Helps nurture an environment conducive to learning.	4.52	VME	1	4.41	ME	1	4.47	ME	1
5. Makes an effort to get to know and connect with each student.	4.09	ME	5	3.84	ME	6.5	3.97	ME	5
6. Fosters a positive social climate in the classroom.	4.46	ME	3	4.32	ME	2	4.39	ME	2
7. Keeps lessons engaging and as current as possible.	4.31	ME	4	4.17	ME	4	4.24	ME	4
8. Asks for genuine feedback from colleagues who also teach your subject matter.	3.42	E	9	3.41	E	9	3.42	E	9
9. Takes the time to reflect which can help spark ideas for your own teaching improvement.	3.62	ME	7	3.84	ME	6.5	3.73	ME	7
Average	4.02	ME		4.00	ME		4.01	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

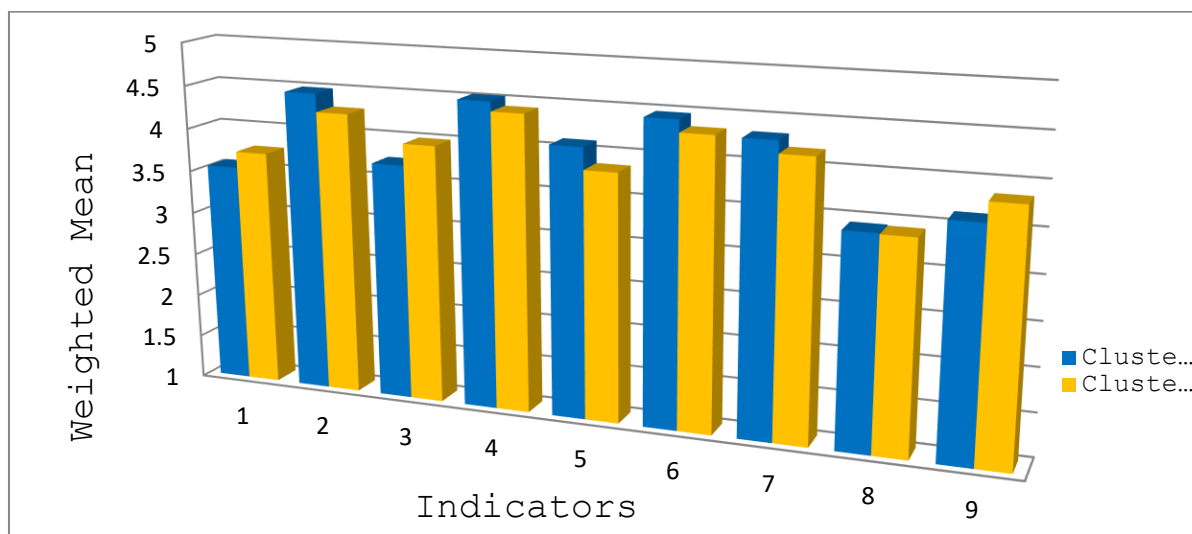


Figure 11 The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Practice

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that the teachers help in nurturing the environment to make it conducive to learning, foster a positive social climate in the classroom, and use new technological tools in teaching.

Hassan, et. al (2018), showed that the effect of principal instructional leadership on readiness for change shows that instructional leadership has a positive and significant correlation with the readiness for change. This study provides the basis for teacher readiness to face changes and strengthening the educational administration field in enhancing instructional leadership in schools.

Professional Engagement. Table 11 presents the 9 items the instructional readiness of teachers in terms of professional engagement as perceived by themselves. The table reveals an assessment of 4.06, interpreted as “Much Evident”. The following describes the instructional readiness of teachers in terms of professional engagement: Navigates using technology and present information visually (4.58), makes reflective practice a component of professional development (4.25), identifies learning objectives and implements teaching and learning strategies (4.24), highlights both successful benchmark data in concert with student data in need of improvement (4.22), explores activities that require

Table 11 The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Engagement

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Highlights both successful benchmark data in concert with student data in need of improvement.	4.01	ME	5	4.42	ME	2	4.22	ME	4
2. Navigates using technology and present information visually.	4.62	VME	1	4.53	VME	1	4.58	VME	1
3. Makes reflective practice a component of professional development.	4.11	ME	3	4.38	ME	3	4.25	ME	2
4. Considers new ways of teaching to improve the quality of learning.	3.81	ME	7	4.01	ME	6	3.91	ME	6.5
5. Gives hands-on opportunities to practice while learning.	3.61	ME	9	3.42	E	9	3.52	ME	9
6. Explores activities that require collaboration.	4.03	ME	4	4.35	ME	4	4.19	ME	5
7. Identifies and establishes learning objectives and implements teaching and learning strategies.	4.21	ME	2	4.27	ME	5	4.24	ME	3
8. Evaluates professional learning to ensure coherence and impact.	3.83	ME	6	3.99	ME	7	3.91	ME	6.5
9. Creates opportunities for faculty to deepen their understanding.	3.69	ME	8	3.86	ME	8	3.78	ME	8
Average	3.99	ME		4.14	ME		4.06	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

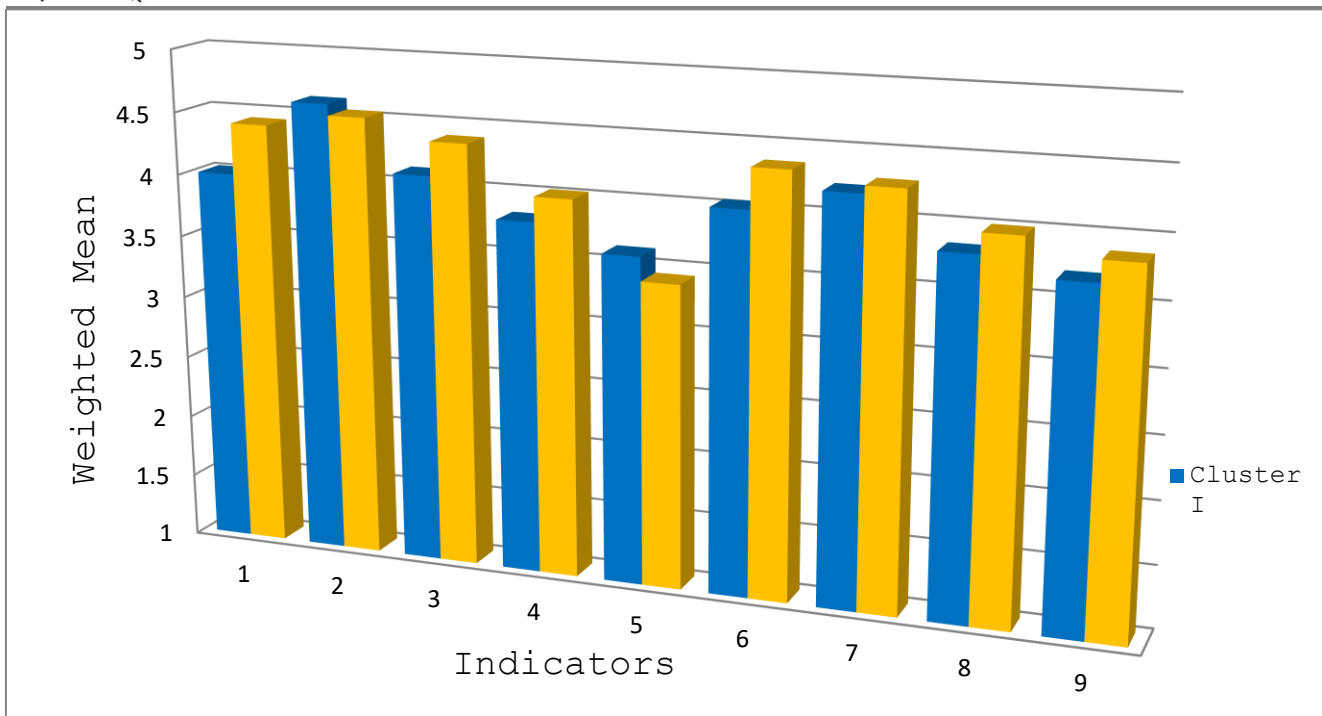


Figure 12The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Engagement

collaboration (4.19), considers new ways of teaching to improve the quality of learning (3.91), evaluates professional learning to ensure coherence and impact (3.91), creates opportunities for faculty to deepen their understanding (3.78), and gives hands-on opportunities to practice while learning (3.52).

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that the teachers navigate using technology and present information visually and make reflective practice a component of professional development.

Ibrahim, et. al (2019), showed a high level of readiness among trainee teachers. An important finding from the data showed that students needed more individual attention be the most predominant challenge in teaching practice among the participants. This study sheds light into the crucial needs to help trainees’ teachers to raise the standard of teaching and to develop world-class teaching capabilities needed for classroom instructions.

Self-management. Table 12 presents the 9 items of instructional readiness of teachers in terms of self-management as perceived by themselves. The table reveals an assessment of 3.91, interpreted as “Much Evident”. The following describes the instructional readiness of teachers

Table 12 The Instructional Readiness of Teachers as Perceived by Themselves in terms of Self-management

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Sets up a reliable and effective self-management plans.	4.22	ME	2	4.51	VM E	2	4.37	ME	2
2. Utilizes tools for students that can build and promote independence, self-discipline, and motivation.	3.56	ME	6.5	3.75	ME	6	3.66	ME	6
3. Empowers students and helps them develop a feeling of self-control over their own behavior.	3.32	E	9	3.51	ME	7	3.42	E	8
4. Creates agreements or contracts with	3.41	E	8	3.21	E	9	3.31	E	9

students.									
5. Assesses working habits and improve them so that they can manage their time more efficiently.	4.18	ME	3	4.38	ME	3	4.28	ME	3
6. Understands the objectives and co-create the checklists and rubrics.	3.89	ME	5	3.96	ME	5	3.93	ME	5
7. Assigns tasks to specific group members, teachers, team leaders and everyone involved.	3.56	ME	6.5	3.43	E	8	3.50	E	7
8. Reflects on content learning and on the learning process.	4.15	ME	4	4.29	ME	4	4.22	ME	4
9. Teaches students the power of resilience and perseverance and boosts their confidence and intrinsic motivation.	4.49	ME	1	4.63	VM E	1	4.56	VM E	1
Average	3.86	ME		3.96	ME		3.91	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

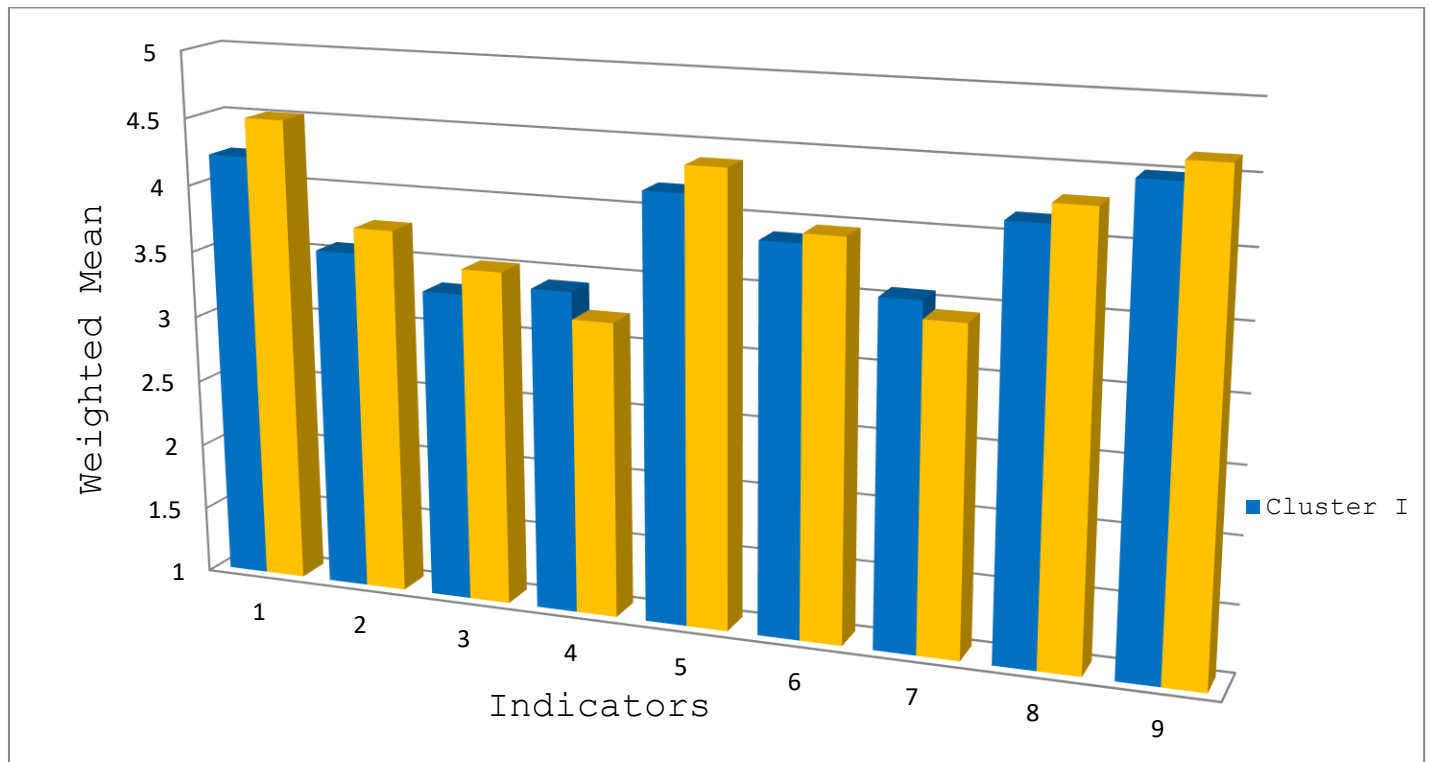


Figure 13The Instructional Readiness of Teachers as Perceived by Themselves in terms of Self-management

in terms of self-management: Teaches students the power of resilience and perseverance and boosts their confidence and intrinsic motivation (4.56), sets up a reliable and effective self-management plans (4.37),

assesses working habits and improve them so that they can manage their time more efficiently (4.28), reflects on content learning and on the learning process (4.22), understands the objectives and co-create the checklists and rubrics (3.93), utilizes tools for students that can build and promote independence, self-discipline, and motivation (3.66), assigns tasks to specific group members, teachers, team leaders and everyone involved (3.50), empowers students and helps them develop a feeling of self-control over their own behavior (3.42), and creates agreements or contracts with students (3.31).

Based on the evaluation made, the respondents’ assessment was interpreted as “Much Evident”. It implies that the teachers show the power of resilience and perseverance and boosts student’s confidence and intrinsic motivation and set up a reliable and effective self-management plans.

Masood, et. al (2016), suggested that training should be offered to instructors on a continuous, rather than a one-off basis so that their IT knowledge and skills are upgraded over time. In addition, results indicate that pedagogical innovations are required to develop e-learning program.

The Summary of the Instructional Readiness of Teachers as Perceived by Themselves

Table 13 illustrates the summary of the instructional readiness of teachers and their verbal interpretation in terms of professional knowledge, professional practice, professional engagement, and self-management.

As reflected on the table, from the assessment of teachers, professional knowledge was perceived 3.96, professional practice 4.01, professional engagement 4.06, and self-management 3.91. They were perceived as “Much Evident”.

To sum these up, all dimensions of instructional readiness of teachers are observed. It implies that the teachers actively share the instruction of content and skills and commits to catering for the needs of an increasing diverse group of learners.

Opatye, (2020), found that there existed no significant difference between private and public science teachers’ perception and their readiness for e-learning instruction. There was a significant difference in teachers’ perception of e-learning among science subject affiliations with no significant difference in teachers’ readiness for e-learning instruction.

Table 13 The Summary of the Instructional Readiness of Teachers as Perceived by Themselves

Indicators	Cluster I			Cluster II			AVERAGE		
	Wx	I	R	Wx	I	R	Wx	I	R
1. Professional Knowledge	3.91	ME	3	4.00	ME	2.5	3.96	ME	3
2. Professional Practice	4.02	ME	1	4.00	ME	2.5	4.01	ME	2
3. Professional Engagement	3.99	ME	2	4.14	ME	1	4.06	ME	1
4. Self-management	3.86	ME	4	3.96	ME	4	3.91	ME	4
Average Weighted Mean	3.95	ME		4.03	ME		3.99	ME	

Legend:

Scale	Interpretation	I	Acronym
4.50-5.00	Very Much Evident	(VME)	Wx-Weighted Mean
3.50-4.49	Much Evident	(ME)	I-Interpretation
2.50-3.49	Evident	(E)	R- Rank
1.50-2.49	Fairly Evident	(FE)	
1.00-1.49	Not at All	(NA)	

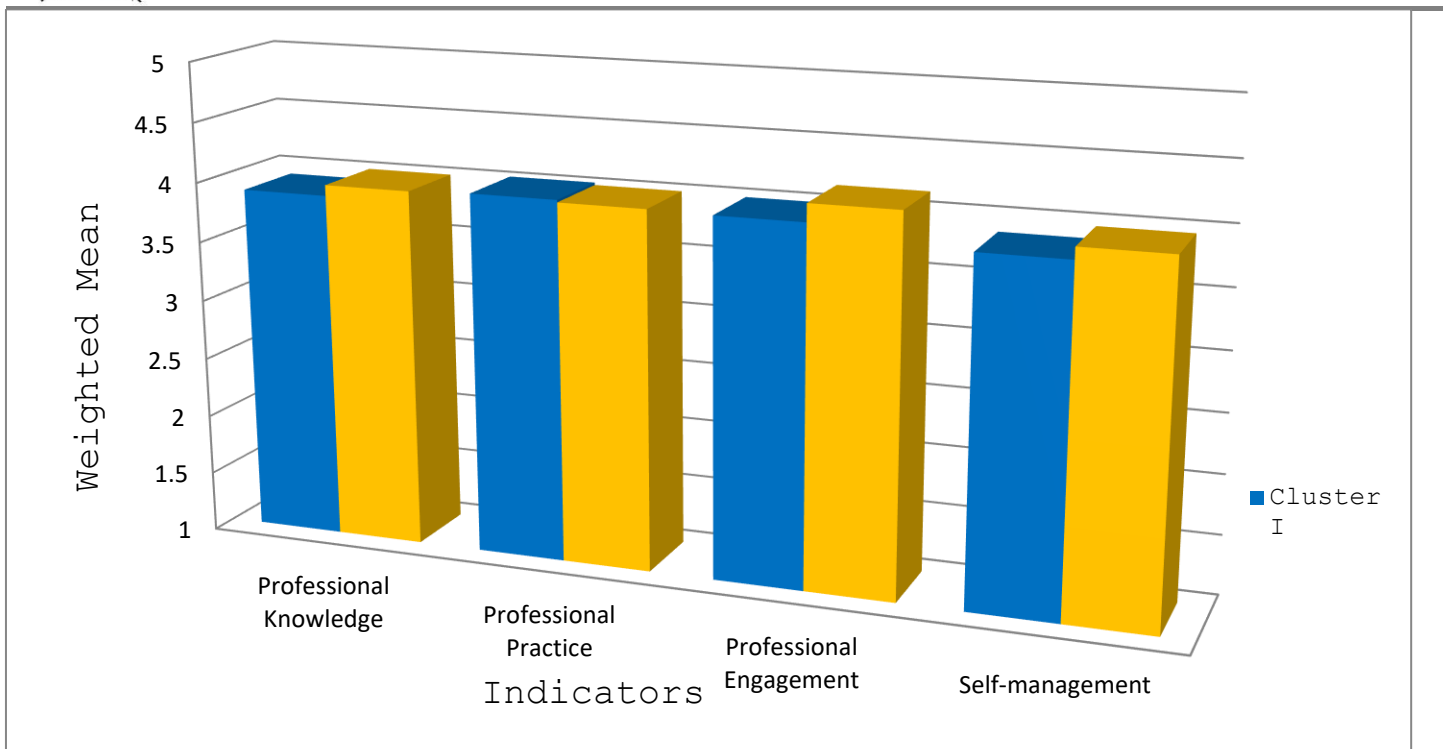


Figure 14The Summary of the Instructional Readiness of Teachers as Perceived by Themselves

The Test of Significant Difference on the Rank Orders of the Instructional Readiness of Teachers Between the Two Clusters

Table 14 describes the significant difference on the rank orders of the instructional readiness of teachers between the two clusters as perceived by themselves. The summation of the ranks of Cluster I for professional knowledge 92, professional practice 83, professional engagement 97.5, and self-management 92. The summation of the ranks of Cluster II for professional knowledge 79, professional practice 88, professional engagement 73.5, and self-management 79.

The computed z and the probability associated with z resulted to: professional knowledge 0.61 and 0.2709 ($p > 0.05$), professional practice -0.17 and 0.4325 ($p > 0.05$), professional engagement 1.10 and 0.1357 ($p > 0.05$), and self-management 0.61 and 0.2709 ($p > 0.05$).

Based on the results, the researcher decided to accept the null hypothesis on the given dimensions of instructional readiness of teachers. This is because the probability values were greater than 0.05. Analytically, we can say that there is no significant difference on the instructional readiness of teachers between the two clusters. It can be concluded that teachers have the same preparations for instructional readiness.

Table 14The Test of Significant Difference on the Rank Orders of the Instructional Readiness of Teachers Between the Two Clusters in Tagkawayan District II

Indicators	Professional Knowledge	Professional Practice	Professional Engagement	Self-management
Summation of the Ranks of Big Group	92	83	97.5	92
Summation of the Ranks of Small Group	79	88	73.5	79
Number of Cases for Small Group	9	9	9	9
Number of Cases for Big Group	9	9	9	9

Total Number of Cases	18	18	18	18
Computed z	0.61	-0.17	1.10	0.61
Probability Associated with the Z	0.2709	0.4325	0.1357	0.2709
Decision on H ₀	Accepted	Accepted	Accepted	Accepted
Significant Difference	Not Significant	Not Significant	Not Significant	Not Significant

Rose, et. al (2008), implied that policy makers appear convinced that computer technology is essential if students are to be prepared to face the challenges of the borderless world. It is undeniable then that computers have become a potent production tool, and it offers exciting approaches to teaching and learning, and if this technology is used extensively, and in proper manner, it could bring progress that would improve education radically.

POLICY RECOMMENDATIONS

The findings on the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools provided the following insights towards quality education:

1. Guidance teachers must consider large scale assessment results to evaluate learners' capabilities in order to give them proper learning experiences.
2. Parents must encourage learners to be part of the learning camp to help them cope up with the learning loss and be updated in the new learning skills.
3. Department of Education must provide teachers with professional training to equip them with necessary skills for the National Learning Camp.
4. Information and Communications Technology coordinators must help teachers in utilizing available supplementary learning resources that align with the targeted learning competencies in the learning camps.
5. Department of Education must offer a holistic intervention strategy that promotes academic competencies, socio-emotional skills, and values formation among learners to promote maximum learning.
6. Local Government Unit must work together with schools in collaborating with different stakeholders to promote shared responsibility in schools.
7. School Heads must encourage teachers to promote reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches.
8. School heads must support the professional development of teachers to give them opportunities for growth and development in their career.
9. Teachers must be equipped with new skills by participating in virtual seminars and training to help students master literary analysis skills.
10. School heads organize team building activities in school to express the need to collaborate with their peers.
11. Master teachers must encourage teachers to do post conferencing and ask for genuine feedback from colleagues.
12. Master teachers must guide teachers in organizing their lessons by breaking down large concepts into smaller, more digestible lessons.
13. School heads must encourage teachers to practice their skills and to give hands-on opportunities to practice while learning.
14. The Public Schools Supervisors must initiate trainings to teachers in creating opportunities for faculty to deepen their understanding.
15. School heads must require teachers to develop classroom management strategies by creating agreements or contracts with students.
16. Teachers must empower students and help them develop a feeling of self-control over their own behavior by showing them the importance of values formation in education.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This portion of the study presents the summary of the findings from the data gathered, the conclusions and recommendations.

Summary

This study determined the instructional readiness of teachers in the implementation of the national learning camp in the public elementary schools of Tagkawayan District II, Division of Quezon for school year 2023-2024.

Specifically, it sought answers to the following questions:

1. To what extent is the implementation of the national learning camp along:
 - 1.1 Assessment of participants,
 - 1.2 Teacher's training,
 - 1.3 Program implementation, and
 - 1.4 Incentives?
2. How significant is the difference on the rank orders of the implementation of the national learning camp between the two clusters?
3. To what extent is the instructional readiness of the teachers in the implementation of the national learning camp in terms of:
 - 3.1 Professional knowledge,
 - 3.2 Professional Practice,
 - 3.3 Professional Engagement, and
 - 3.4 Self-management?
4. How significant is the difference on the rank orders of the instructional readiness of teachers in the implementation of the national learning camp between the two clusters?
5. What policy recommendations can be derived based on the findings of the study?

The descriptive-evaluative-inferential method of research was used in this study. Purposive sampling was used in determining the respondents in Tagkawayan District II. Total enumeration was used to determine two hundred (200) public elementary school teachers of Tagkawayan District II. The statistical tools used were percentage, rank, weighted mean, and Wilcoxon Mann Whitney U-Test. The level of significance was set at 0.05.

Findings

The findings were summarized as follows:

From the assessment of teachers, assessment of participants was perceived 4.30, interpreted as "Much Evident": Selects participants based on their needs 4.61, provides assessment to determine the level of performance among learners 4.58, checks students background and past performances 4.51, places participants on the camp that fits them 4.42, learns form the past records of students 4.33, evaluates students' grades 4.27,

reflects with the result of literacy and numeracy 4.23, encourages learners to be part of the learning camp 4.01, and considers large scale assessment results 3.74.

- 1.1 teacher's training was perceived 3.68, interpreted as "Much Evident": Reflects on own potentials in delivering instruction during the camp 4.04, reads and prepares materials needed in the camp 3.95, identifies prospective teachers who will handle the specific camps 3.93, improves ones teaching strategies to suit learners' needs 3.69, shows enthusiasm in attending capacity building seminars 3.62, provides sets of teacher-learning materials for the program 3.58, shows active participation in training related to national learning camp 3.55, undergoes professional training in preparation for the camp 3.38, and utilizes available supplementary learning resources that align with the targeted learning competencies 3.38.
- 1.2 program implementation was perceived 4.12, interpreted as "Much Evident": Provides learners with opportunities for catch-up learning and holistic development 4.34, fosters positive values such as teamwork and respect for diversity 4.31, ensures that learners receive comprehensive support throughout their participation in the program 4.30, integrates fun and engaging activities to foster learner interests 4.29, enhances academic competencies, socio-emotional skills, and values formation 4.22, highlights the importance of continuous professional development for teachers involved in implementing the NLC 4.11, addresses the learning gaps and challenges faced by students due to disruptions 3.99, collaborates among different stakeholders 3.92, and offers a holistic intervention strategy that promotes academic competencies, socio-emotional skills, and values formation among learners 3.65.
- 1.3 incentives was perceived 4.21, interpreted as "Much Evident": Teachers receives certificate of recognition 4.60, teachers are provided with vacation service credits 4.58, develops teachers' strategies in teaching 4.33, improves teaching performances 4.33, receives additional compensation aside from salary 4.26, enhances job-embedded learning opportunities for teachers 4.08, updates oneself on the new trends and issues in education 4.07, supports the professional development of teachers 3.94, and promotes reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches 3.70.

Wilcoxon Mann Whitney U-test was employed in determining the significant difference on the rank orders of the implementation of National Learning Camp between Cluster I and Cluster II.

The computed z and the probability associated with z resulted to: assessment of participants -0.08 and 0.4681 ($p>0.05$), teacher's training 0.08 and 0.4681 ($p>0.05$), program implementation 0.88 and 0.1804 ($p>0.05$), and incentives 0.35 and 0.3632 ($p>0.05$). Thus, the null hypothesis was accepted.

From the assessment of teachers,

- 3.1 professional knowledge was perceived 3.96, interpreted as "Much Evident": Uses ICT tools and digital game-based learning 4.31, speaks to more experienced colleagues to discuss good practices and new teaching techniques 4.29, includes a wide range of activities so that each lesson caters to different learning styles 4.18, delivers content and fosters academic growth 4.16, promotes lifelong learning and academic excellence 3.96, focuses on feedback and reflection 3.94, reviews the results of successful practices 3.82, expresses the need to collaborate with their peers 3.50, and helps students master literary analysis skills 3.49.
- 3.2 professional practice was perceived 4.01, interpreted as "Much Evident": Helps nurture an environment conducive to learning 4.47, fosters a positive social climate in the classroom 4.39, utilizes the latest technologies 4.38, keeps lessons engaging and as current as possible 4.24, makes an effort to get to know and connect with each student 3.97, strengthens relationships among parents, families, early educators and young children 3.86, takes the time to reflect which can help spark ideas for your own teaching improvement 3.73, breaks down large concepts into smaller, more digestible lessons 3.65, and asks for feedback from colleagues who also teach subject matter 3.42.

- 3.3 professional engagement was perceived 4.06, interpreted as “Much Evident”: Navigates using technology and present information visually 4.58, makes reflective practice a component of professional development 4.25, identifies and establishes learning objectives and implements teaching and learning strategies 4.24, highlights both successful benchmark data in concert with student data in need of improvement 4.22, explores activities that require collaboration 4.19, considers new ways of teaching to improve the quality of learning 3.91, evaluates professional learning to ensure coherence and impact 3.91, creates opportunities for faculty to deepen their understanding 3.78, and gives hands-on opportunities to practice while learning 3.52.
- 3.4 self-management was perceived 3.91, interpreted as “Much Evident”: Teaches students the power of resilience and perseverance and boosts their confidence and intrinsic motivation 4.56, sets up a reliable and effective self-management plans 4.37, assesses working habits and improve them so that they can manage their time more efficiently 4.28, reflects on content learning and on the learning process 4.22, understands the objectives and co-create the checklists and rubrics 3.93, utilizes tools for students that can build and promote independence, self-discipline, and motivation 3.66, assigns tasks to specific group members, teachers, team leaders and everyone involved 3.50, empowers students and helps them develop a feeling of self-control over their own behavior 3.42, and creates agreements or contracts with students 3.31.

The significant difference on the rank orders of the instructional readiness of teachers between Cluster I and Cluster II was computed using the Wilcoxon Mann Whitney U-test.

The computed z and the probability associated with z resulted to: professional knowledge 0.61 and 0.2709 ($p>0.05$), professional practice -0.17 and 0.4325 ($p>0.05$), professional engagement 1.10 and 0.1357 ($p>0.05$), and self-management 0.61 and 0.2709 ($p>0.05$). Thus, the null hypothesis was accepted.

Policy recommendations formulated towards quality education were:

- 1.1 Guidance services must consider large scale assessment results to evaluate learners’ capabilities in order to give them proper learning experiences.
- 1.2 Parents must encourage learners to be part of the learning camp to help them cope up with the learning loss and be updated in the new learning skills.
- 1.3 Department of Education must provide teachers with professional training to equip them with necessary skills for the National Learning Camp.
- 1.4 ICT coordinators must help teachers in utilizing available supplementary learning resources that align with the targeted learning competencies in the learning camps.
- 1.5 Department of Education must offer a holistic intervention strategy that promotes academic competencies, socio-emotional skills, and values formation among learners to promote maximum learning.
- 1.6 Local Government Unit must work together with schools in collaborating with different stakeholders to promote shared responsibility in schools.
- 1.7 School Heads must encourage teachers to promote reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches.
- 1.8 School heads must support the professional development of teachers to give them opportunities for growth and development in their career.
- 1.9 Teachers must be equipped with new skills by participating in virtual seminars and training to help students master literary analysis skills.

- 1.10 School heads organize team building activities in school to express the need to collaborate with their peers.
- 1.11 Master teachers must encourage teachers to do post conferencing and ask for genuine feedback from colleagues.
- 1.12 Master teachers must guide teachers in organizing their lessons by breaking down large concepts into smaller, more digestible lessons.
- 1.13 School heads must encourage teachers to practice their skills and to give hands-on opportunities to practice while learning.
- 1.14 Supervisors must initiate trainings to teachers in creating opportunities for faculty to deepen their understanding.
- 1.15 School heads must require teachers to develop classroom management strategies by creating agreements or contracts with students.
- 1.16 Teachers must empower students and help them develop a feeling of self-control over their own behavior by showing them the importance of values formation in education.

Conclusions

The following are the conclusions in this study:

1. The implementation of National Learning Camp from the two clusters is interpreted as “Much Evident” along: assessment of participants, teacher’s training, program implementation, and incentives.
2. There is no significant difference on the implementation of National Learning Camp between the two clusters along: assessment of participants, teacher’s training, program implementation, and incentives.
3. The instructional readiness of teachers from the two clusters is interpreted as “Much Evident” along: professional knowledge, professional practice, professional engagement, and self-management.
4. There is no significant difference on the instructional readiness of teachers between the two clusters along: professional knowledge, professional practice, professional engagement, and self-management.
5. Policy recommendations are introduced towards quality education.

Recommendations

Pursuant to the conclusions stated ahead, the following recommendations were made:

1. Department of Education must organize trainings that will enhance teachers’ skills and competencies in the implementation of National Learning Camp.
2. School heads must ensure that guidelines and proper procedures in the implementation of National Learning Camp are followed with proper reporting and documentation.
3. Department of education must organize seminars in improving instructional readiness of teachers to equip them with updated and relevant strategies in teaching.
4. Education program supervisors must consider teachers’ workloads and assignments in giving them their tasks for teachers to manage their work properly.
5. Department of Education must evaluate existing programs to identify priority areas for improvement.

Recommendations for Further Research

The following are recommended for further research:

1. A study on the effect virtual trainings about self-management on teachers' performance.
2. A study on the relationship between workload adjustments and work satisfaction of teachers.
3. A study about the impact of technological tools on school's performance.
4. A study about the relationship between Teacher's Psychological Health and Adaptive Behaviors.

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APPENDICES

Appendix A


Approved Letter from PSDS



1st INDORSEMENT
March 04, 2024

Respectfully returned to **Merecris C. Frani** Researcher, **University of Northeastern Philippines**, Iriga, City, approving the hereto attached request to conduct a study entitled "The Instructional Readiness of Teachers in the Implementation of the National Learning Camp in the Public Elementary Schools of Tagkawayan District II Division of Quezon."

Proper coordination with the school heads, teachers and students within the Division of Quezon is advised so as to ensure that the provisions of DepEd Order No. 9, s. 2005 (Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith) shall be observed.


ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent ✓

Pareys3/04/2024

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Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE
TAGKAWAYAN DISTRICT II

January 29, 2024

DR. ROMMEL C. BAUTISTA
Schools Division Superintendent
Office of the Schools Division Superintendent

Sir:

I have the honor to request permission to conduct research study in Tagkawayan District II Tagkawayan, Quezon. This is in connection with my research study entitled **"THE INSTRUCTIONAL READINESS OF TEACHERS IN THE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP IN THE PUBLIC ELEMENTARY SCHOOLS OF TAGKAWAYAN DISTRICT II DIVISION OF QUEZON"**, as required for the completion of the degree, Master of Arts in Education, Major in Administration and Supervision at the University of Northeastern Philippines, Iriga, City.

For this very great favor, let me express my deepest gratitude and appreciation.


Very truly yours,


MERECRIS C. FRANI
Researcher

Noted:


IMELDA A. TANGALIN, DPM, Ph.D.
Adviser

Recommending Approval:


ALICIA V. GONZALES
District Supervisor
Tagkawayan District II

Approved:

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent



Republic of the Philippines
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Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE

DATA SHARING AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (MOA) is executed by and between:

MERECRIS C. FRANI, 39 years old, Single, Filipino, with principal address at Brgy. Bamban Tagkawayan, Quezon, hereinafter referred to as the **FIRST PARTY**.

-and-

The **Department of Education, Schools Division of Quezon**, with office address at Sitio Fori, Brgy. Talipan, Pagbilao, Quezon, represented by its Administrative Officer V, MARIA DOLORES D. ATIENZA, hereinafter referred to as the **SECOND PARTY**.

WITNESSETH: That,

WHEREAS, The Data Privacy Act of 2012 (Republic Act No. 10173) was enacted to protect one's fundamental right to privacy of communication while ensuring the free flow of information in order to promote innovation and growth.

WHEREAS, the Department of Education recognizes the need to share data while ensuring the protection of personal information.

WHEREAS, this MOA, hereinafter known as Data Sharing Agreement (DSA), or simply Agreement, is subject to the approval of the Schools Division Superintendent.

NOW, THEREFORE, premises considered, the PARTIES hereby agree and stipulate on the following:

- 1. Purpose.** The parties are entering into this Agreement, and the SECOND PARTY is granting the FIRST PARTY access to the data about THE INSTRUCTIONAL READINESS IN THE IMPLEMENTATION OF NATIONAL LEARNING CAMP IN THE PUBLIC ELEMENTARY SCHOOLS OF TAGKAWAYAN DISTRICT II, DIVISION OF QUEZON, for the purpose of DATA GATHERING FOR THE COMPLETION OF MASTER'S THESIS.

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2. Description of Data. "Data" includes PERCEPTION OF TEACHERS ABOUT THE INSTRUCTIONAL READINESS IN THE IMPLEMENTATION OF NATIONAL LEARNING CAMP IN THE PUBLIC ELEMENTARY SCHOOLS OF TAGKAWAYAN DISTRICT II, DIVISION OF QUEZON, further described in the QUESTIONNAIRE AND LETTER TO CONDUCT THE STUDY, attached to this Agreement.

3. FIRST PARTY's Use of Data

a. **Standard of Care.** The FIRST PARTY shall exercise at least the same degree of care as they use their own data and Confidential Information, but in no event less than reasonable care, to protect the Data from misuse and unauthorized access or disclosure.

b. **Safeguards around Data.** The FIRST PARTY shall use appropriate safeguards to protect the Data from misuse and unauthorized access or disclosure including

- i. maintaining adequate physical controls and password protections for any server or system on which the Data is stored;
- ii. ensuring that Data is not stored on any mobile or transmitted electronically, unless encrypted; and
- iii. taking any other measures reasonably necessary to prevent any use or disclosure of the Data other than as allowed under this Agreement.

c. **Personal Information.** The FIRST PARTY will not attempt to identify any person whose information is contained in any Data or attempt to contact those persons.

d. Unauthorized Disclosure

- i. **Report.** The FIRST PARTY shall promptly report to the SECOND PARTY any unauthorized use or disclosure of data within twenty-four (24) hours of becoming aware of such.
- ii. **Cooperation and Mitigation.** The FIRST PARTY shall cooperate with any remediation that the SECOND PARTY, at its discretion, determines is necessary to
 - 1. address any applicable reporting requirements; and
 - 2. mitigate any effects of such unauthorized use or disclosure of the Data, including measures necessary to restore

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goodwill with stakeholders, including research subjects, collaborators, governmental authorities, and the public.

- c. **No Modification of Data.** The FIRST PARTY shall not copy, decompile, modify, reverse engineer, or create derivative works out of any of the Data.
- 4. **Term.** This Agreement will commence on the Effective Date and continue as long as the FIRST PARTY retains the Data, unless terminated earlier, but shall not exceed five (5) years without prejudice to entering into a new DSA.
- 5. **Confidentiality/Security Measures.** The confidentiality of Data pertaining to individuals will be protected as follows:
 - a. The FIRST PARTY will not release the names of individuals, or information that could be linked to an individual, nor will the recipient present the result of data analysis in any manner that would reveal the identity of individuals.
 - b. The FIRST PARTY will not release individual addresses, nor will the recipient present the results of data analysis in any manner that would reveal individual addresses.
 - c. Both parties shall comply with laws and regulations governing the confidentiality and privacy of the information that is the subject of this Agreement.
 - d. The FIRST PARTY will not release data to a third party without prior approval from the SECOND PARTY.
 - e. The FIRST PARTY will not share, publish, or otherwise release any findings or conclusions derived from the analysis of data obtained from the SECOND PARTY without prior approval from the latter.
- 6. **Ownership.** All data being shared remain the property of the SECOND PARTY.
- 7. **Return or Destruction of Data Property.** On the expiration or termination, promptly
 - a. return the Data and any other property, information, and documents including Confidential Information, provided by the SECOND PARTY;
 - b. destroy all copies made of the Data and any other property, information, and documents, including Confidential Information; and
 - c. if requested by the SECOND PARTY, deliver to the SECOND PARTY a certificate confirming the FIRST PARTY's compliance with the return or destruction obligation under this section.

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8. **Mediation.** PARTIES shall resort to mediation as a pre-requisite towards any possible legal action over all suits and actions arising out of this Agreement.
9. **Venue.** The venue of all suits and actions arising out of or in connection with this Agreement shall be within the Philippines where the Agreement was entered into.
10. **Liability.** The FIRST PARTY shall be held liable under the Data Privacy Act of 2012 (RA 10173) for the violation of this Agreement.
11. **Separability Clause.** In the event that one or more provisions contained herein shall be held invalid, illegal, or unenforceable in any respect and for any reason, the remaining provisions shall remain valid, legal, and enforceable.
12. **Effectivity of the Agreement.** This Agreement shall take effect upon the collection or release of Data and shall be in effect until revoked by a separate Agreement entered between and by the parties pursuant to existing laws.

IN WITNESS WHEREOF, the parties have hereunto set their hands this ____ day of _____, 20____, at _____, Philippines.


MERCRIB C. FRANI
FIRST PARTY


MARIA DOLORES D. ATIENZA
SECOND PARTY

Witnessed by:


MARBIN JERAMIL D. FRAGATA
Planning Officer
Data Protection Officer


WILBERT B. PORTEZA
IT Officer
Data Protection Officer

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ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES;
_____) S.C.

BEFORE ME, a Notary Public for and in _____, personally appeared:

	ID No.	Issued on/Issued at
[FIRST PARTY/REPRESENTATIVE]	_____	_____
MARIA DOLORES D. ATIENZA	_____	_____

With their Competent Evidence of Identity above, who known to me and known to be the same persons who executed the foregoing instrument and who acknowledged to me that the same is their own free and voluntary act and deed, and/or that of the institutions respectively represented.

The foregoing instrument refers to the MOA/DSA/Agreement consisting of _____ () pages including the page in which this Acknowledgement is written, signed by the parties, including their instrumental witnesses on each and every page thereof and sealed with my notarial seal.

WITNESS MY HAND AND SEAL this _____ day of _____, 20____, at _____, Philippines.

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SURVEY QUESTIONNAIRE

Name (Optional): _____ Gender: _____

School: _____ Position: _____

Implementation of National Learning Camp

Direction: Please read each statement carefully. Put a check on the number that best describes your agreement with the item starting from 5 for Very Much Evident to 1 for Not At All.

5-Very Much Evident (VME) 3- Evident (E)

4- Much Evident (ME) 2- Fairly Evident (FE)

1-Not At All (NA)

Assessment of Participants		5	4	3	2	1
1	Considers large scale assessment results.					
2	Checks students background and past performances.					
3	Evaluates students' grades.					
4	Reflects with the result of literacy and numeracy.					
5	Selects participants based on their needs.					
6	Places participants on the camp that fits them.					
7	Encourages learners to be part of the learning camp.					
8	Learns form the past records of students.					
9	Provides assessment to determine the level of performance among learners.					
10	Others please specify					
Teacher's Training		5	4	3	2	1
1	Undergoes professional training in preparation for the camp.					
2	Reads and prepares materials needed in the camp.					
3	Shows enthusiasm in attending capacity building seminars.					
4	Identifies prospective teachers who will handle the specific camps.					
5	Provides sets of teacher-learning materials for the program.					
6	Utilizes available supplementary learning resources that align with the targeted learning competencies					
7	Shows active participation in training related to national learning camp.					
8	Reflects on own potentials in delivering instruction during the camp.					
9	Improves ones teaching strategies to suit learners' needs.					
10	Others please specify					
Program Implementation		5	4	3	2	1
1	Integrates fun and engaging activities to foster learner interests.					
2	Addresses the learning gaps and challenges faced by students due to disruptions.					
3	Provides learners with opportunities for catch-up learning and holistic development.					
4	Enhances academic competencies, socio-emotional skills, and values formation.					
5	Collaborates among different stakeholders.					
6	Ensures that learners receive comprehensive support throughout their participation in the program.					
7	Fosters positive values such as teamwork and respect for diversity.					
8	Highlights the importance of continuous professional development for teachers involved in implementing the NLC.					
9	Offers a holistic intervention strategy that promotes academic competencies,					

	socio-emotional skills, and values formation among learners.					
10	Others, please specify.					
Incentives		5	4	3	2	1
1	Teachers are provided with vacation service credits.					
2	Teachers receives certificate of recognition.					
3	Develops teachers' strategies in teaching.					
4	Improves teaching performances.					
5	Updates oneself on the new trends and issues in education.					
6	Receives additional compensation aside from salary.					
7	Supports the professional development of teachers.					
8	Enhances job-embedded learning opportunities for teachers.					
9	Promotes reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches.					
10	Others, please specify.					

Instructional Readiness of Teachers

Direction: Please read each statement carefully. Put a check on the number that best describes your agreement with the item starting from 5 for Very Much Evident to 1 for Not At All.

5-Very Much Evident (VME) 3- Evident (E)

4- Much Evident (ME) 2- Fairly Evident (FE)

1-Not At All (NA)

Professional Knowledge		5	4	3	2	1
1	Focuses on feedback and reflection.					
2	Delivers content and fosters academic growth.					
3	Reviews the results of successful practices.					
4	Helps students master literary analysis skills.					
5	Expresses the need to collaborate with their peers.					
6	Promotes lifelong learning and academic excellence.					
7	Uses ICT tools and digital game-based learning.					
8	Includes a wide range of activities so that each lesson caters to different learning styles.					
9	Speaks to more experienced colleagues to discuss good practices and new teaching techniques.					
10	Others please specify					
Professional Practice		5	4	3	2	1
1	Breaks down large concepts into smaller, more digestible lessons.					
2	Utilizes the latest technologies.					
3	Strengthens relationships among parents, families, early educators and young children.					
4	Helps nurture an environment conducive to learning.					
5	Makes an effort to get to know and connect with each student.					
6	Fosters a positive social climate in the classroom.					
7	Keeps lessons engaging and as current as possible.					
8	Asks for genuine feedback from colleagues who also teach your subject matter.					
9	Takes the time to reflect which can help spark ideas for your own teaching improvement.					
10	Others please specify					

Professional Engagement		5	4	3	2	1
1	Highlights both successful benchmark data in concert with student data in need of improvement.					
2	Navigates using technology and present information visually.					
3	Makes reflective practice a component of professional development.					
4	Considers new ways of teaching to improve the quality of learning.					
5	Gives hands-on opportunities to practice while learning.					
6	Explores activities that require collaboration.					
7	Identifies and establishes learning objectives and implements teaching and learning strategies.					
8	Evaluates professional learning to ensure coherence and impact.					
9	Creates opportunities for faculty to deepen their understanding.					
10	Others please specify					
Self-management		5	4	3	2	1
1	Sets up a reliable and effective self-management plans.					
2	Utilizes tools for students that can build and promote independence, self-discipline, and motivation.					
3	Empowers students and helps them develop a feeling of self-control over their own behavior.					
4	Creates agreements or contracts with students.					
5	Assesses working habits and improve them so that they can manage their time more efficiently.					
6	Understands the objectives and co-create the checklists and rubrics.					
7	Assigns tasks to specific group members, teachers, team leaders and everyone involved.					
8	Reflects on content learning and on the learning process.					
9	Teaches students the power of resilience and perseverance and boosts their confidence and intrinsic motivation.					
10	Others please specify					

Appendix C

Computation of Wilcoxon Mann Whitney U-test to Determine

The Implementation of the National Learning Camp as Perceived by Teachers in terms of Assessment of Participants

Indicators	Cluster I	Rank	Cluster II	Rank
1	3.68	18	3.79	17
2	4.57	4	4.44	6
3	4.33	11	4.21	13
4	4.11	14	4.35	10
5	4.63	1	4.59	3
6	4.43	7	4.41	8
7	4.05	15	3.96	16
8	4.38	9	4.27	12
9	4.55	5	4.61	2
		$\Sigma = 84$		$\Sigma = 87$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{84 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{-1}{11.32}$$

$$z = -0.08$$

Appendix D

Computation of Wilcoxon Mann Whitney U-test to Determine

The Implementation of the National Learning Camp as Perceived by Teachers in terms of Teacher’s Training

Indicators	Cluster I	Rank	Cluster II	Rank
1	3.34	17	3.41	16
2	3.87	6	4.02	2
3	3.56	12	3.68	8
4	3.89	5	3.96	3
5	3.61	10	3.54	13
6	3.44	15	3.32	18
7	3.58	11	3.52	14
8	4.12	1	3.95	4
9	3.67	9	3.71	7
		Σ = 86		Σ = 85

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{86 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{1}{11.32}$$

$$z = 0.08$$

Appendix E

Computation of Wilcoxon Mann Whitney U-test to Determine The Implementation of the National Learning Camp as Perceived by Teachers in terms of Program Implementation

Indicators	Cluster I	Rank	Cluster II	Rank
1	4.35	4	4.22	8

2	3.93	15	4.05	12
3	4.53	1	4.15	9
4	4.12	10	4.31	5
5	3.85	16	3.99	13
6	4.11	11	4.48	2
7	4.26	7	4.36	3
8	3.94	14	4.28	6
9	3.72	17	3.57	18
		$\Sigma = 95$		$\Sigma = 76$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{95 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{10}{11.32}$$

$$z = 0.88$$

Appendix F

Computation of Wilcoxon Mann Whitney U-test to Determine The Implementation of the National Learning Camp as Perceived by Teachers in terms of Incentives

Indicators	Cluster I	Rank	Cluster II	Rank
1	4.68	1	4.47	4
2	4.57	3	4.62	2
3	4.28	8	4.38	6
4	4.45	5	4.21	9.5
5	4.12	12	4.01	14
6	4.19	11	4.32	7
7	3.85	16	4.02	13
8	3.95	15	4.21	9.5
9	3.61	18	3.78	17
		$\Sigma = 89$		$\Sigma = 82$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{89 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{4}{11.32}$$

$$z = 0.35$$

Appendix G

Computation of Wilcoxon Mann Whitney U-test to Determine The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Knowledge

Indicators	Cluster I	Rank	Cluster II	Rank
1	3.84	13	4.03	10
2	4.11	8	4.21	5
3	3.73	14	3.91	11
4	3.35	18	3.62	15
5	3.56	16	3.43	17
6	3.86	12	4.05	9
7	4.28	3	4.33	1
8	4.19	6	4.17	7
9	4.31	2	4.26	4
		Σ = 92		Σ = 79

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{92 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{7}{11.32}$$

$$z = 0.61$$

Appendix H

Computation of Wilcoxon Mann Whitney U-test to Determine The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Practice

Indicators	Cluster I	Rank	Cluster II	Rank
1	3.55	16	3.74	13
2	4.48	2	4.27	7
3	3.73	14	3.98	10
4	4.52	1	4.41	4

5	4.09	9	3.84	11.5
6	4.46	3	4.32	5
7	4.31	6	4.17	8
8	3.42	17	3.41	18
9	3.62	15	3.84	11.5
		$\Sigma = 83$		$\Sigma = 88$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{83 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{-2}{11.32}$$

$$z = -0.17$$

Appendix I

Computation of Wilcoxon Mann Whitney U-test to Determine The Instructional Readiness of Teachers as Perceived by Themselves in terms of Professional Engagement

Indicators	Cluster I	Rank	Cluster II	Rank
1	4.01	10.5	4.42	3
2	4.62	1	4.53	2
3	4.11	8	4.38	4
4	3.81	15	4.01	10.5
5	3.61	17	3.42	18
6	4.03	9	4.35	5
7	4.21	7	4.27	6
8	3.83	14	3.99	12
9	3.69	16	3.86	13
		$\Sigma = 97.5$		$\Sigma = 73.5$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{97.5 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{12.5}{11.32}$$

$$z = 1.10$$

Appendix J

Computation of Wilcoxon Mann Whitney U-test to Determine The Instructional Readiness of Teachers as Perceived by Themselves in terms of Self-Management

Indicators	Cluster I	Rank	Cluster II	Rank
1	4.22	6	4.51	2
2	3.56	12.5	3.75	11
3	3.32	17	3.51	14
4	3.41	16	3.21	18
5	4.18	7	4.38	4
6	3.89	10	3.96	9
7	3.56	12.5	3.43	15
8	4.15	8	4.29	5
9	4.49	3	4.63	1
		$\Sigma = 92$		$\Sigma = 79$

$$z = \frac{Wx + 0.5 - m(N + 1)/2}{\sqrt{mn(N + 1)/12}}$$

$$z = \frac{92 + 0.5 - 9(18 + 1)/2}{\sqrt{81(18 + 1)/12}}$$

$$z = \frac{7}{11.32}$$

$$z = 0.61$$