

Empowered Learning, Evolving Pedagogies: A Qualitative Exploration of Student and Teacher Experiences in the National Learning Camp

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ABSTRACT

This study explores the multifaceted experiences of students and teachers involved in the implementation of the National Learning Camp, a remedial and enrichment program initiated by the Philippine Department of Education to address learning gaps in literacy, numeracy, and science. Anchored on a qualitative multiple case study design, the research examined eight teachers and eight students from public secondary schools using in-depth interviews and thematic analysis to capture rich, context-specific narratives. The study aimed to investigate the participants' perceptions regarding NLC objectives, implementation, instructional strategies, student engagement, and program effectiveness. Results revealed that students generally understood the goals of the NLC and appreciated its supportive, relaxed, and focused learning environment. They reported increased academic confidence, improved foundational skills, and more meaningful engagement through interactive, multisensory instruction and strong teacher support. Teachers, on the other hand, highlighted both the pedagogical and professional development benefits of the program, emphasizing enhanced instructional strategies, collaboration, and alignment with DepEd policies. However, they also identified significant challenges such as decreasing student attendance, limited resources, and the need for updated training and differentiated instruction. Emerging themes showed that even though the NLC created a well-organized and valuable learning space, its success depends on having enough support, regular student attendance, and teaching methods that adapt to students' needs. The findings underscore the importance of continuous teacher capacity building, contextualized instruction, and holistic student support to maximize the program's impact. Ultimately, this study contributes insights into improving future iterations of the NLC and informing policy directions for national learning recovery efforts.

Keywords: Teacher development, student engagement, learning recovery, differentiated instruction, qualitative multiple case study.

INTRODUCTION

The international education system has been under tremendous pressure during a period of global disruption, holding back student learning from learning gaps (UNESCO, 2021; World Bank, 2022). To address these challenges, the Department of Education (DepEd) of the Philippines initiated the National Learning Camp (NLC) under the National Learning Recovery Program (NLRP), as detailed in DepEd Order No. 014, s. 2023 (Department of Education, 2023). The NLC aims to address this gap by giving focused interventions that boost the literacy, numeracy, and scientific development of students in a structured learning activity (DepEd, 2023). The NLC's policy theme and goals are clear, but success hinges significantly on the extent to which teachers translate the curriculum into the classroom (Bernardo, 2023).

Teachers are key policy practitioners, and thus, their experiences, challenges, and perceptions of the impacts of the NLC on their own practice are critical in understanding whether the NLC has met its aims (Fullan, 2020). Hence, knowing their experiences is important to uncover best practices, implementation challenges, and areas that need improvement (Guzman & Reyes, 2021). This study presents a qualitative exploration of teachers'

experiences in implementing the NLC, including their preparedness for this intervention, the effectiveness of training received, challenges encountered, and suggestions for improving the program.

It is very important to assess the implementation of the National Learning Camp (NLC) to find out whether it actually addresses learning gaps and improves students' proficiency in literacy, numeracy, and socio-emotional skills. Students and teachers are all closely involved in the program, and their experiences can provide insight on the strengths, weaknesses, and potential adjustments needed. School administrators oversee the execution of the program, allocate resources, and ensure that policies are implemented appropriately. As the ones that actually implement the strategies from the training, teachers can provide insight on the training, the instructional strategies being used, and the challenges in the classroom. NLC students, as the ones most directly affected by the program, play an important role as data providers on how the NLC affects their learning, engagement, and academic progress overall.

This study can serve as a basis for evaluating whether it is being implemented according to the plan set by the Department of Education (DepEd) and what the existing gaps are in training, resource allocation, and challenges. The evaluation will also identify barriers to implementation, informing adjustments needed to make the program work better. The findings from this study will aid continued policy improvement and decision-making that will allow school administrators and educators to shape an NLC that will have the most impact.

Statement of the Problem

Specifically, it seeks to answer the following question:

What are the experiences of teachers and students regarding the implementation, training, resource adequacy, student engagement, and overall effectiveness of the National Learning Camp, and how can the program be improved for future implementation?

REVIEW OF LITERATURE

The Department of Education (DepEd) in the Philippines launched the National Learning Camp (NLC) as part of its MATATAG: Bansang Makabata, Batang Makabansa agenda, with the objective of bridging learning gaps and improving learning outcomes among K-12 students in public schools across the country (Department of Education (DepEd, 2023). The NLC is a voluntary program held for three to five weeks and aims at providing intervention in the key subjects of English, science, and mathematics starting from the end-of-school-year (EOSY) break of the 2022-2023 academic year (DepEd, 2023). The three camps that make up the program are 1) the Enhancement Camp, which is for advanced learners who would like to expand on their knowledge of what has previously been taught; 2) the Consolidation Camp, which is for learners who need more practice on competencies that have previously been taught; and 3) the Intervention Camp, which is for high-need learners who need additional support on foundational skills (DepEd, 2023). In its first year, the NLC served approximately 938,341 Grades 7 and 8 learners from 34,383 schools (DepEd, 2023). Through 2024, the program reached more than 2.1 million students in the identified targeted classes, specifically to enhance their performance in reading, English, mathematics, and science (Philippine News Agency, 2024). DepEd (2023): This initiative not only focuses on improving student performance but also fast-tracks the professional development of teachers, which gains in national standards.

METHODOLOGY

Research Design

This study employs a qualitative research approach using a multiple case study design (Yin, 2009). Multiple case study is a qualitative research approach that examines multiple instances of a phenomenon to identify patterns, similarities, and differences across various contexts. This method provides a broader understanding of real-life implementations, making findings more comprehensive and applicable to different settings. It was used in this study in that it allowed for a holistic and deep exploration of the diverse range of those experiences; namely, the range of experiences of students and teachers in the implementation of National Learning Camps (NLC).

Sample and Sampling Procedure

The participants consist of 8 students, and 8 teachers, from public secondary school in Samar Division in which the NLC has been implemented. The use of purposive sampling to confirm that participants have direct experience with the program. Teachers who delivered the NLC, and students who attended the camp are included in the selection criteria. Data saturation was already and consistent themes emerged across participants, particularly concerning their understanding of the NLC objectives, challenges encountered, teaching strategies employed, and observed changes in student engagement and performance. As subsequent interviews no longer produced new insights, the point of saturation was reached, ensuring that the qualitative data gathered was sufficiently rich and comprehensive.

Instrument Used

In this study, an in-depth interview was selected as the major data collection method. It provides a set of guide questions to students and teachers who are participants of the National Learning Camp (NLC). This format invites the participants to elaborate on their own experience, what they learned from that experience, and the challenges they faced during implementation of the NLC.

Procedure for Data Collection

The researcher was conducting interviews to maximize the data and information gathered from the participants. To make this happen, the researcher writes a letter to the school head to secure a permit for the study. Once the permit is approved at the school level, subsequently, a letter of consent will be addressed to the targeted participants. Thus, a letter of consent will be given to the participants, and they were asked to signify on the letter to convey their interest to participate in the study at hand. The participants, however, have the freedom to withdraw from the study, and the researcher takes it with utmost understanding in accordance with research ethics. Upon completion of the open-ended written interview, the data gathered will be transcribed, coded, and used to identify emergent themes and other tools to analyze the data.

Data Analysis

The thematic analysis approach, guided by (Yin, 2009) case study framework, follows a systematic step-by-step process to analyze data in a multiple case study. Below are the key steps:

Step 1: Collecting and Understanding the Data

Engage in data collection including the interviews. Transcribe interviews and observation notes for an in-depth review. Read the data several times to get a sense of the teachers felt.

Step 2: Initial Coding (Within-Case Analysis)

Open Code to find important concepts in each teacher case. Tag significant phrases, words, or sentences transcending challenges, strategies and key institutional support in adapting to cross-discipline teaching. Aggregate similar codes and develop preliminary categories for each case.

Step 3: Thematic Analysis (Pattern Identification)

Arrange the codes into larger themes encompassing the key concepts from the data. Examples of shared themes might be “Knowledge Gaps,” “Instructional Strategies,” “Institutional Support,” and “Teacher Resilience.” Refine and Merge Themes across Cases: Organize themes according to similarities and relationship across different cases.

Step 4: Cross-Case Analysis

Compare themes from students and teachers to see how their experiences are similar or different. Examine how the contexts (e.g., school environment, subject area) shape the adaptation strategies used by teachers. Search for

patterns that link or differentiate the cases, helping to solidify the study's findings.

Step 5: Interpretation & Triangulation

Validate findings by triangulating data from various sources to increase their validity. Compare findings with extant literature to further insights into the National Learning Camp. Discuss findings with respect to the aims of the study, detailing implications for teacher education and policy.

Step 6: Reporting the Results

Discuss themes and provide direct quotes pulled from participants as support. Prepare narrative accounts of results that align with individual case results and cross-case issues. Explain how the findings respond to the research questions and advance educational practice and theory.

Ethical Consideration

This study had ethical research standards to protect, guarantee the privacy, and ensure the well-being of all the participants.

Informed Consent

School heads, teachers, and students will be asked to read and sign a consent form outlining the nature of the study, what their participation will involve, and their right to withdraw at any point in the study without penalty. Parental/guardian consent will also be obtained for student participants. Participation in this study is purely voluntary, and no participant will be forced or pressured into participation. Respondents may omit answering any question or cease to participate at any time.

Confidentiality and Anonymity

Participants' personal information will be kept strictly confidential, and in all publications, participants' identities will be protected through the use of pseudonyms or generalized descriptions.

Data Integrity and Accuracy

Audio recording of interviews (with permission from participants) will supplement data collection to ensure data accuracy. They will transcribe, code, and analyze the data in an honest and unbiased manner.

Respect and Non-Maleficence

All interactions in the study will be conducted in an appropriate, professional, and culturally sensitive manner, avoiding emotional, physical, or financial harm to participants.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered using the multiple case study.

Case 1: Students

Progressive Understanding of NLC Objectives

The emerging theme from the data is the progressive understanding of NLC objectives, which captures how students comprehend the goals of the National Learning Camp at varying levels. This overarching theme is supported by three interrelated sub-themes: clear understanding of purpose, functional understanding, and developing awareness. Most participants demonstrated a clear grasp of the NLC's main goal—to support students lagging behind in literacy and numeracy—indicating strong awareness of its remedial intent and academic focus. Others developed a functional understanding through direct engagement in NLC activities,

which helped them connect the program's purpose with real classroom learning. A smaller group, however, expressed only partial awareness, indicating that while they understood the program targeted foundational skills, they lacked clarity on its broader educational objectives. These layered understandings suggest that while the majority of students are aligned with the NLC's mission, some require further scaffolding to fully internalize its long-term goals.

Table 1: Emerging Theme on Progressive Understanding of NLC Objectives

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Clear Understanding of Purpose	Purpose clarity, Helping struggling learners, Academic improvement, Literacy and numeracy focus, Catch-up goal, Program objective awareness	P1, P3, P4, P5, P6, P7, P8	<ul style="list-style-type: none"> - "I will comprehend this by participating in NLC." - "I understand the objective... which is to help those who are behind in school." - "It is for students to catch up." - "I will comprehend this by participating in NLC." - "I understand the objective... which is to help those who are behind in school." - "I understand it because it comes from the lessons we studied during our regular classes." - "I know that its main goal is to help us students improve our academic skills." 	Most participants understood that the NLC is meant to assist students in improving literacy, numeracy, etc.
Functional Understanding	Learning through activities, Direct engagement, Connection to real lessons, Practical understanding, Activity-based comprehension	P1, P3, P6	<ul style="list-style-type: none"> - "It comes from the word catch-up." - "I understand it because it comes from what we're doing." - "It connects to our real discussions at each grade level." 	Understanding comes from engaging directly with the learning activities in the NLC.
Developing Awareness	Partial understanding, Growing awareness, Uncertainty about program goals, Focus on foundational skills, Limited grasp of broader intent	P2	<ul style="list-style-type: none"> - "While I can't claim to fully grasp their overarching intent... I understand it's for foundational skills." 	Some students acknowledge limited but growing awareness of the NLC's objectives.

The analysis of the themes demonstrates that most students in the NLC program possess a clear understanding of the program's purpose, particularly its focus on improving literacy and numeracy for struggling learners. Additionally, many students show a functional understanding through hands-on, activity-based learning.

However, a few students still exhibit developing awareness, suggesting that while the NLC's purpose is generally well understood, some participants may need further clarification of its broader goals.



Figure 1. Thematic Map showing the Progressive Understanding of NLC Objectives

The findings imply that effective communication of program goals plays a crucial role in student success. While the NLC appears to communicate its core objectives well to most students, it is important to continue reinforcing these goals through scaffolded explanations and practical engagement. For students who exhibit partial or developing awareness, targeted interventions such as individual feedback, peer mentoring, and visual aids could help bridge any gaps in understanding. Instructors should ensure that activities remain connected to the students' broader academic goals, fostering both immediate learning and long-term comprehension. Finally, it is important for educators to continuously assess students' understanding and adjust their teaching strategies accordingly, as suggested by Hattie (2017) and Tomlinson (2020), to optimize the program's impact.

Optimal Learning Environment and Structure for Student Success

The emerging theme of the data is Optimal Learning Environment and Structure for Student Success, which emphasizes the importance of creating a learning space that balances academic growth and student well-being. Four main sub-themes emerged: Focused and Simplified Learning, Supportive and Relaxed Environment, Efficient Learning Structure, and Preference for Traditional Classes. Focused and Simplified Learning highlights the benefit of narrowing the curriculum to core subjects like literacy, numeracy, and science, which allows for deeper engagement and better retention. Supportive and Relaxed Environment emphasizes a less stressful atmosphere compared to traditional classes, where shorter, half-day sessions foster student engagement without overwhelming them. Efficient Learning Structure points to the effectiveness of shorter sessions that maximize learning without causing burnout. However, Preference for Traditional Classes reflects some students' comfort with the structure and social aspects of regular classrooms, where they feel they learn more through interaction with peers.

Table 2: Emerging Theme on Optimal Learning Environment and Structure for Student Success

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Focused and Simplified Learning	Fewer Subjects / Streamlined Focus	P1	"The NLC focuses only on three subjects: literacy, numeracy, and science."	NLC narrows the academic focus, allowing students to

				concentrate on foundational learning.
Supportive and Relaxed Environment	Less Pressure / Comfortable Pace	P2, P4, P5, P6, P8	- "Fosters a more relaxed yet focused atmosphere." - "In the NLC, it's only half a day." - "It feels different—less tiring than regular classes."	NLC provides a more relaxed, less overwhelming environment than regular full-day classes.
Efficient Learning Structure	Shorter but Effective Sessions	P3, P4, P6	- "Studying in regular classes is more tiring." - "In NLC, we can still learn well in half a day."	The NLC's shorter sessions are seen as efficient and sufficient for effective learning.
Preference for Traditional Classes	Comfort in Familiar Routine	P7	"Regular classes are better because I learn more with my classmates."	Some students still prefer traditional class settings for their structure and social interaction.

The results indicate that the National Learning Camp (NLC) offers a unique learning environment that simplifies content, reduces stress, and structures learning into more manageable sessions. The themes of focused and simplified learning, supportive and relaxed environment, and efficient learning structure highlight the benefits of this approach in enhancing student learning experiences. However, the preference for traditional classes suggests that some students still find value in the structure and social interaction provided by regular classroom settings.

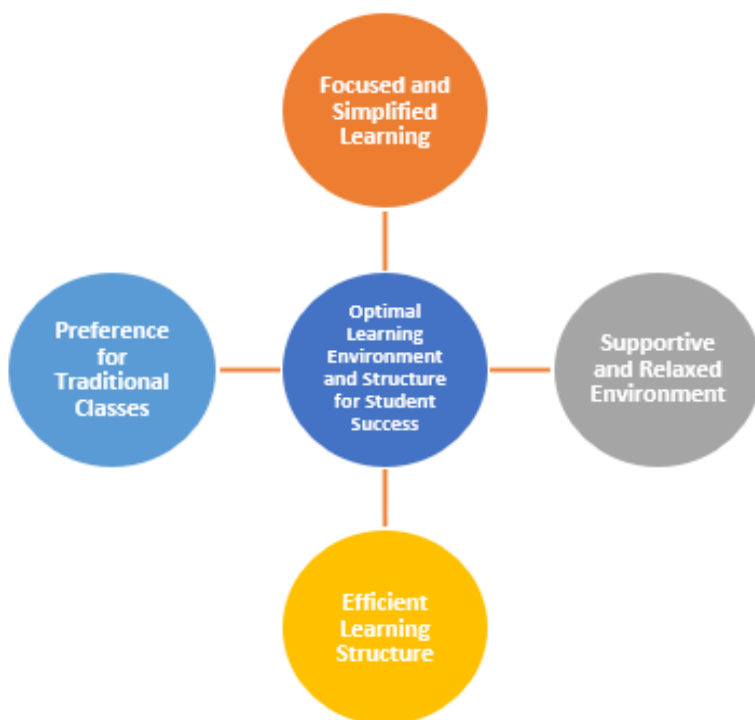


Figure 2. Thematic Map showing the Optimal Learning Environment and Structure for Student Success

The theme of an optimal learning environment balancing academic progress and student well-being is supported by recent research emphasizing focused curricula, supportive atmospheres, and efficient instructional design. Narrowing learning to core subjects such as literacy, numeracy, and science improves engagement and retention by reducing cognitive overload and enabling mastery (Hattie & Clarke, 2020; Mayer, 2019). A supportive and relaxed environment, including shorter, less intense sessions, reduces stress and enhances student motivation and focus (Sparks, 2021; Zyngier, 2018). Efficient learning structures with concise, manageable sessions have

been shown to prevent burnout while maintaining effective learning outcomes (Sweller et al., 2019). However, social interaction and routine offered by traditional classroom settings remain critical for many students' learning experiences and socio-emotional development, underscoring the value of peer collaboration and familiar structures (Wentzel & Ramani, 2016; Roorda et al., 2017). These findings align with calls for blended learning approaches that combine individualized focus and social engagement, thereby addressing diverse student preferences and fostering holistic success (Garrison & Vaughan, 2018; Dziuban et al., 2018).

Engaging and Supportive Learning Experience for Enhanced Student Outcomes

The emerging theme of Engaging and Supportive Learning Experience for Enhanced Student Outcomes focuses on the importance of an active learning environment that provides both engagement and support to ensure students' success. The analysis reveals four emerging themes: personal constraints, academic difficulties, adjustment to learning pace, and environmental distractions. Personal constraints highlight how physical factors, such as fatigue and hunger, hinder students' focus and engagement, suggesting the need to address basic physiological needs for effective learning. Academic difficulties emphasize that despite supportive measures, some students continue to struggle with specific subjects, indicating the necessity for differentiated instruction and personalized support. Adjustment to Learning Pace points to the challenge students face when lessons progress too quickly, underscoring the importance of adaptable pacing to meet varying cognitive needs. Lastly, environmental distractions highlight how noise and external disruptions affect concentration, stressing the need for a quiet and structured learning environment.

Table 3: Emerging Theme on Engaging and Supportive Learning Experience for Enhanced Student Outcomes

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Personal Constraints	Fatigue, Hunger, or Sleepiness	P1, P2, P5	- "Sometimes I get sleepy in the middle of class." - "I get hungry sometimes." - "It's hard to focus when I'm tired."	Physical needs like rest and nutrition affect students' engagement and learning in the NLC.
Academic Difficulties	Struggles in Specific Subjects	P3, P4, P6, P7	- "I still find math a bit hard." - "Sometimes the science lessons confuse me." - "Reading is still difficult for me sometimes."	Some students continue to face challenges in mastering certain subjects despite the support provided.
Adjustment to Learning Pace	Fast-Paced Lessons or Pressure to Keep Up	P5, P6	- "Sometimes we move to the next lesson too fast." - "I need more time to understand the topic."	The pace of learning can be challenging for students who require more time to process lessons.
Environmental Distractions	Noise or External Disruptions	P8	- "Sometimes it's noisy outside and I get distracted."	Learning can be disrupted by environmental factors, affecting student concentration.

The NLC offers many structured supports for student learning, but it must also respond to the real-world challenge's students face. Physical needs, academic struggles, mismatched pacing, and environmental factors continue to limit the full effectiveness of the program for some learners. These findings suggest that even well-designed interventions must remain flexible and attentive to the diverse needs of students.

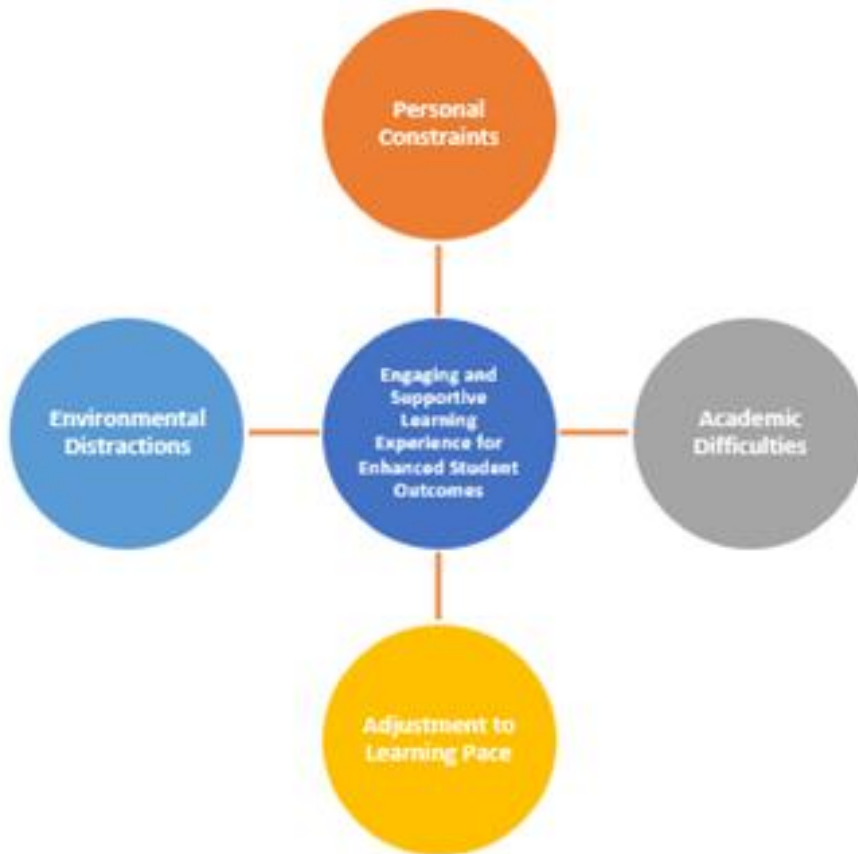


Figure 3. Thematic Map showing the Engaging and Supportive Learning Experience for Enhanced Student Outcomes

Educators and policymakers should ensure that basic student needs are addressed — through feeding programs, rest breaks, and conducive classroom settings — to optimize engagement. Additionally, differentiated instruction, slower pacing for certain learners, and consistent classroom management can alleviate learning barriers. Doing so may better align the NLC’s structure with the diverse contexts of students, thereby improving its inclusivity and impact. Research underscores the critical role of engaging and supportive learning environments in fostering positive student outcomes, highlighting that addressing students’ basic physiological needs, such as nutrition and rest, is foundational to maintaining attention and cognitive function (Basch, 2016; Taras, 2017). Persistent academic difficulties despite support reflect the necessity of differentiated instruction tailored to individual learner needs, which has been shown to improve understanding and achievement in challenging subjects (Tomlinson, 2017; Xu, 2019). Furthermore, adjusting the learning pace to accommodate diverse processing speeds promotes deeper comprehension and reduces student frustration (Zimmerman & Schunk, 2019; Slavin & Lake, 2021). Environmental distractions, including noise and disruptions, negatively impact focus and learning efficiency, emphasizing the importance of structured, distraction-free classroom settings (Shield & Dockrell, 2018; Maxwell & Evans, 2020). Collectively, these factors affirm that effective educational programs must integrate physiological, cognitive, and environmental supports to optimize engagement and inclusivity for enhanced student success (Durlak et al., 2019; Darling-Hammond et al., 2020).

Workplace Environment and Student Fulfillment

The emerging theme of Workplace Environment and Student Fulfillment highlights the relationship between organizational culture, teacher satisfaction, and professional development, and how these factors contribute to teacher preparedness and engagement in implementing the National Learning Camp (NLC). The analysis reveals three key themes: student collaboration and student satisfaction. Student collaboration emphasizes the positive impact of peer collaboration, where working together with colleagues enhances the enjoyment and productivity of teachers. Student satisfaction is reflected in the significance of recognition and positive work conditions, where teachers feel motivated and valued through acknowledgment of their efforts and a supportive work environment.

Table 4: Emerging Theme on Workplace Environment and Student Fulfillment

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Student Collaboration	Collaboration	Participant 1, Participant 4	"Working together with my colleagues makes our work more enjoyable and productive."	Collaboration fosters a positive and productive work environment.
	Leadership Support	Participant 2, Participant 3	"The support from leadership has been crucial in my personal growth."	Effective leadership support is vital for professional development.
Student Satisfaction	Recognition and Rewards	Participant 5, Participant 7	"I feel valued when my efforts are recognized, it keeps me motivated."	Recognition enhances job satisfaction and motivation.
	Work Conditions	Participant 6, Participant 8	"A comfortable work environment really helps in boosting my morale."	Positive work conditions significantly impact job satisfaction.

The results show that a school environment characterized by supportive leadership, peer collaboration, recognition, and access to student growth greatly contributes to teacher preparedness in conducting specialized programs like the NLC. When these elements are present, educators feel more confident, motivated, and equipped to address diverse student needs.



Figure 4. Thematic Map showing Workplace Environment and Professional Fulfillment

These findings suggest that education stakeholders should invest not only in teacher training but also in cultivating a positive organizational culture. Providing teachers with opportunities for collaboration, recognition, and advancement will enhance their commitment and performance, ultimately benefiting student outcomes in programs like the NLC. Research consistently shows that a positive workplace environment, including supportive leadership and collaborative culture, significantly enhances teacher satisfaction, professional growth, and effectiveness (Collie, Shapka, & Perry, 2016; Skaalvik & Skaalvik, 2018). Teacher collaboration has been linked to greater job enjoyment and productivity by fostering shared goals and peer support, which in turn improve instructional quality (Vangrieken, Dochy, Raes, & Kyndt, 2017; Johnson et al., 2020). Additionally, recognition and positive work conditions are essential motivators that contribute to teachers' sense of value and commitment, reducing burnout and increasing retention (Gu & Day, 2019; Johnson, Kraft, & Papay, 2020).

Effective leadership plays a pivotal role in cultivating this environment by providing encouragement and professional development opportunities, which strengthen teachers' preparedness and engagement in specialized programs such as the National Learning Camp (NLC) (Leithwood, Harris, & Hopkins, 2020; Ronfeldt, 2019). Together, these factors create an organizational culture that promotes teacher fulfillment, which is vital for sustaining high-quality educational initiatives and improving student outcomes (Kim & Roth, 2021).

Navigating Workplace Challenges: Coping Strategies and Well-being

The emerging theme of Navigating Workplace Challenges: Coping Strategies and Well-being emphasizes how workplace stressors, coping mechanisms, and their effects on well-being influence productivity and mental health. The analysis identifies three key sub-themes: Challenges in the Workplace, Coping Strategies, and Impact on Well-being. Challenges in the workplace focus on task overload and lack of resources, where employees often feel overwhelmed and under-resourced, hindering their ability to perform effectively. Coping strategies highlight time management and seeking support from colleagues or supervisors as essential methods for managing stress, though these strategies sometimes fall short in high-demand environments. The Impact on Well-being theme reveals that workplace stress leads to significant mental health strain and burnout, with employees struggling to maintain focus and recover from prolonged stress.

Table 5: Emerging Theme on Navigating Workplace Challenges: Coping Strategies and Well-being

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Challenges in the Workplace	Task Overload	Participant 1, Participant 6	"The workload often feels overwhelming, and there's not enough time to complete everything."	Overwork and time constraints are significant sources of stress.
	Lack of Resources	Participant 3, Participant 7	"We don't always have the resources needed to do our jobs effectively."	Limited resources hinder the efficiency and quality of work.
Coping Strategies	Time Management	Participant 4, Participant 5	"I try to prioritize tasks, but sometimes it's still tough to keep up."	Effective time management helps cope with heavy workloads, but challenges remain.
	Seeking Support	Participant 2, Participant 8	"When things get tough, I reach out to my colleagues or supervisors for help."	Seeking support from others is a common coping mechanism in challenging situations.
Impact on Well-being	Mental Health Strain	Participant 1, Participant 4	"The stress affects my mental health, making it hard to focus on work sometimes."	Work-related stress can have a significant impact on mental health and focus.
	Burnout	Participant 5, Participant 7	"I've felt burned out before, and it took a long time to recover."	Prolonged stress and lack of balance can lead to burnout, affecting performance and well-being.

The findings from the participants reveal a clear connection between workplace challenges, coping strategies, and overall well-being. Task overload and resource limitations are significant sources of stress, with time management and social support being common strategies used to cope. However, despite these efforts, the impact on mental health and the risk of burnout remain considerable concerns. These findings underscore the need for workplace interventions that address workload management and resource allocation, alongside fostering a supportive environment for coping.



Figure 5. Thematic Map showing Navigating Workplace Challenges: Coping Strategies and Well-being

Workplace challenges such as task overload and insufficient resources are well-documented stressors that negatively impact employee productivity and mental health (Bakker, Demerouti, & Sanz-Vergel, 2016; Kim, Beehr, & Prewett, 2020). Employees often employ coping strategies like time management and seeking social support from colleagues and supervisors to manage stress; however, these approaches can be insufficient in high-pressure environments, leading to persistent strain (Park, Seo, & Yoon, 2018; Lazarus & Folkman, 2017). Chronic exposure to these stressors increases the risk of burnout, characterized by emotional exhaustion and reduced work engagement, which undermines well-being and organizational effectiveness (Salvagioni et al., 2017; Leiter & Maslach, 2017). Effective organizational interventions that address workload distribution and resource availability and foster a supportive culture are essential to buffer the adverse effects of stress and promote employee resilience (Halbesleben, 2019; Schaufeli & Taris, 2021). Moreover, encouraging open communication and providing training in stress management and time prioritization can help employees better navigate workplace challenges and sustain their mental health (Sonnentag & Fritz, 2018; Richardson, 2021).

Multifaceted and Enriching Learning Experience in the NLC

The emerging theme from the data is the **multifaceted and enriching learning experience in the NLC**, which encapsulates the diverse ways students perceive their learning journey in the program. This theme is supported by four key subthemes: positive emotional experience, supportive and enriching, mixed but reflective view, and new learning environment. A dominant theme, Positive Emotional Experience, highlights students' enjoyment and excitement about the NLC, emphasizing its emotional impact on motivation and engagement. The supportive and enriching theme reflects the academic support provided through targeted instruction, helping students address learning gaps, particularly in literacy and numeracy. Some students offered a mixed but reflective view, acknowledging both the challenges and rewards of the program, which underscores their awareness of the effort required for success. The New Learning Environment theme highlights the unique structure of the NLC, which fosters focused, small-group learning, distinct from traditional classrooms.

Table 6: Emerging Theme on Multifaceted and Enriching Learning Experience in the NLC

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Positive Emotional Experience	Fun, Joyful, Enjoyable, Memorable	P1, P3, P5, P6, P8	- "My experience at the NLC as enjoyable." - "My experience at the NLC is exciting and fun."	Participants generally perceive the NLC as a fun and emotionally

			<ul style="list-style-type: none"> - "It's a happy experience because there's fun and learning." - "It's a happy experience it includes bonding moments and fun activities." - " My experience in the NLC was wonderful and memorable." 	rewarding learning space.
Supportive and Enriching	Helpful in Understanding Lessons, Academic Support, Learning Gaps Addressed	P1, P3, P4, P6, P7	<ul style="list-style-type: none"> - "It helps me learn what I missed in regular classes." - "There are teachers helping us understand better." 	NLC is viewed as a place where academic support is accessible and learning gaps are addressed.
Mixed but Reflective View	Combination of Fun and Challenges, Effortful Learning	P2, P5	<ul style="list-style-type: none"> - "Before I delve into my experience, it's worth noting how much effort is behind this program." - "A mix of fun and learning." 	Some students are reflective about both the challenges and value of the program.
New Learning Environment	Different from Regular Class Experience, Smaller Groups, Focused Learning	P4, P8	<ul style="list-style-type: none"> - "I've learned a lot from studying in the NLC." - "It was different, and I learned more because of smaller groups and focus." 	NLC is perceived as distinct and beneficial due to its unique structure and approach.

The findings illustrate that learners experience the NLC as a multifaceted educational setting where emotional, cognitive, and social aspects of learning are nurtured. The blend of positive emotions, academic support, reflective thought, and unique instructional design enables learners to perceive the NLC not merely as a remedial space but as a transformative learning opportunity.



Figure 6. Thematic Map showing the Multifaceted and Enriching Learning Experience in the NLC

The multifaceted and enriching learning experience described in the NLC aligns with research emphasizing the importance of emotional engagement, targeted academic support, and reflective learning in fostering student

success (Fredricks, Filsecker, & Lawson, 2016; Skinner & Pitzer, 2016). Positive emotional experiences such as enjoyment and excitement have been shown to enhance student motivation and engagement, thereby improving learning outcomes (Pekrun, Hall, Goetz, & Perry, 2017). Moreover, personalized academic support, especially in foundational skills like literacy and numeracy, effectively addresses learning gaps and promotes student achievement (Connor, Morrison, & Katch, 2017; Vaughn et al., 2020). The value of small-group, focused instruction also resonates with findings that such environments facilitate deeper understanding and increased participation (Hattie, 2018). Additionally, incorporating student reflection fosters metacognitive awareness, which supports sustained academic growth and resilience (Zimmerman, 2019). Together, these components underscore the need for educational programs to integrate emotional, cognitive, and social dimensions of learning to create inclusive, motivating, and effective learning environments.

Active, Multisensory Learning with Strong Teacher Support for Student Success

The emerging theme of the data is active, multisensory learning with strong teacher support for student success, highlighting the importance of dynamic, interactive learning environments that engage students through various methods while providing strong teacher guidance. Four key sub-themes emerged: interactive and practical learning, visual and multimedia tools, teacher support and guidance, and review and reinforcement. Interactive and practical learning emphasizes hands-on tasks, games, and group activities that actively engage students and enhance retention. Visual and Multimedia Tools underscores the value of using videos, posters, and other visuals to make abstract concepts more accessible and engaging. Teacher Support and Guidance highlights the significance of clear, personalized instruction, which helps students feel supported and confident in their learning. Finally, review and reinforcement point to the importance of repetition and practice in solidifying understanding and boosting student confidence. These strategies, when combined, create a learning environment that fosters active participation, deepens comprehension, and ensures long-term retention of material, ultimately contributing to students' academic success.

Table 7: Emerging Theme on Active, Multisensory Learning with Strong Teacher Support for Student Success

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Interactive and Practical Learning	Games, Hands-on Tasks, Group Activities	P1, P3, P4, P6, P8	<ul style="list-style-type: none"> - "Learning games help me a lot." - "The group activities are fun and help me understand better." - "We use real objects for math and science." 	Engaging, activity-based learning strategies enhance comprehension and retention.
Visual and Multimedia Tools	Use of Videos and Visual Aids	P2, P5	<ul style="list-style-type: none"> - "Watching educational videos helped me understand faster." - "Posters and drawings in class help me remember things." 	Visual tools support learning by making abstract concepts easier to grasp.
Teacher Support and Guidance	Teacher-led Instruction and Encouragement	P4, P7	<ul style="list-style-type: none"> - "Our teacher explains it very clearly." - "The teachers really help us one by one." 	Personalized and clear teacher guidance is key to student learning in NLC.
Review and Reinforcement	Repetition of Lessons / Practice Exercises	P6, P8	<ul style="list-style-type: none"> - "We always review before the activity." - "Practicing more helped me get better at reading and math." 	Repetition and practice solidify understanding and build student confidence.

The results indicate that interactive and practical learning, visual and multimedia tools, teacher support and guidance, and review and reinforcement are essential strategies for enhancing student engagement, understanding, and retention. These elements work together to create a learning environment that is not only engaging but also supportive of students' individual needs. By integrating these approaches, the NLC fosters a comprehensive educational experience that encourages active participation, deepens comprehension, and ensures long-term retention of learned material.



Figure 7. Thematic Map showing the Active, Multisensory Learning with Strong Teacher Support for Student Success

Research consistently highlights that active, multisensory learning environments significantly enhance student engagement and retention by appealing to diverse learning modalities through hands-on activities, interactive group tasks, and practical applications (Mayer, 2017; Shams & Seitz, 2018). The use of visual and multimedia tools, such as videos and graphic organizers, further supports comprehension by making complex or abstract concepts more concrete and accessible (Moreno & Mayer, 2017). Strong teacher support characterized by clear, personalized instruction and ongoing encouragement has been shown to bolster student confidence and foster deeper understanding (Hattie & Clarke, 2019). Additionally, frequent review and reinforcement through practice exercises are critical in consolidating learning and building academic self-efficacy (Roediger & Butler, 2017). Integrating these strategies creates a dynamic learning environment that not only engages students actively but also addresses individual needs, promoting long-term academic success (Brame, 2016; Tomlinson, 2017).

Empowered Learning and Cognitive Growth through the NLC

The overall theme of the data is Empowered Learning and Cognitive Growth through the NLC, which highlights how the National Learning Camp (NLC) fosters significant academic and personal development in students. The findings reveal four sub-themes: academic improvement, confidence building, access to enrichment materials, and memory reinforcement. Academic improvement emerged as a core theme, with students noting improvements in literacy, numeracy, and scientific reasoning through revisiting past content. Statements like "It helps by reviewing what we learned when we studied before" underscore the importance of academic reinforcement. The confidence-building theme reflects how students gained self-belief through repeated practice, with participants reporting greater fluency and confidence. The Access to Enrichment Materials theme highlights the unique opportunity NLC provides by exposing students to specialized resources not typically found in regular classes, thereby expanding their academic horizons. Finally, memory reinforcement was a key theme, with students appreciating the review of prior lessons, which aids retention and understanding.

Table 8: Emerging Theme on Empowered Learning and Cognitive Growth through the NLC

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Academic Improvement	Literacy, Numeracy, and Science Gains	P1, P2, P3, P5, P6, P8	<ul style="list-style-type: none"> - "It helps by reviewing what we learned when we studied before." - "Reading NLC has helped me become more fluent." - "Helped improve my literacy." 	NLC helps reinforce and enhance students' basic academic skills across core subjects.
Confidence Building	Enhanced Skills & Self-Belief	P2, P5, P6, P8	<ul style="list-style-type: none"> - "I became more fluent and confident." - "It's a big help because it gives practice." 	NLC fosters student confidence through repeated practice and support in foundational subjects.
Access to Enrichment Materials	Exposure to Unfamiliar Content	P4	<ul style="list-style-type: none"> - "There are readings that you wouldn't usually get in regular classes." 	NLC provides access to specialized materials that enhance understanding beyond the regular curriculum.
Memory Reinforcement	Review of Past Lessons	P1, P7	<ul style="list-style-type: none"> - "Helps by reviewing what we learned." - "It refreshes our minds." 	NLC reinforces prior learning, aiding retention and comprehension.

The study's findings clearly demonstrate the multifaceted benefits of NLC in supporting student academic improvement, building confidence, expanding access to enrichment materials, and reinforcing memory retention. The emerging themes reflect a holistic approach to education, where students benefit not only from academic content but also from the development of self-efficacy and exposure to enriching, non-traditional resources. The implications of these results suggest that integrating such programs could be instrumental in enhancing student learning outcomes across various domains.



Figure 8. Thematic Map showing the Empowered Learning and Cognitive Growth through the NLC

The National Learning Camp (NLC) exemplifies how targeted academic interventions can foster empowered learning and cognitive growth by reinforcing foundational skills in literacy, numeracy, and science, which are crucial for student achievement (Connor, Morrison, & Katch, 2017; Vaughn et al., 2020). Repeated practice and

review, integral to memory reinforcement, have been shown to improve retention and comprehension, thereby supporting sustained academic improvement (Roediger & Butler, 2017). Furthermore, enhancing student confidence through mastery experiences positively influences self-efficacy and motivation, which are critical for academic persistence and success (Bandura, 2018; Zimmerman, 2019). Access to enrichment materials beyond the regular curriculum broadens students' cognitive horizons and deepens their conceptual understanding, a key factor in promoting higher-order thinking and engagement (Bransford, Brown, & Cocking, 2019; Hattie, 2018). Collectively, these elements underscore the importance of holistic educational programs like NLC in nurturing not only cognitive skills but also the personal growth necessary for lifelong learning.

Influence of External Factors on Personal Development and Work Motivation

The emerging theme of Influence of External Factors on Personal Development and Work Motivation explores how external influences, such as family and community expectations, shape individuals' personal growth, motivation, and professional engagement. The findings highlight three key sub-themes: impact of external factors, personal development, and work motivation. The Impact of External Factors theme reveals that family and community pressures can both motivate and cause stress, with family expectations driving performance, while societal pressures influence individuals' approach to their work. In terms of personal development, participants emphasized the role of setting self-improvement goals and overcoming obstacles in fostering resilience and growth, although progress can often feel slow. The work motivation theme distinguished between intrinsic and extrinsic motivators, with participants expressing that personal values and goals (intrinsic motivation) as well as external rewards and recognition (extrinsic motivation) significantly impact their work effort and satisfaction.

Table 9: Emerging Theme on Influence of External Factors on Personal Development and Work Motivation

Emerging Themes	Included Codes	Participant References	Significant Statements from the Participants	Formulated Meaning
Impact of External Factors	Family Influence	Participant 1, Participant 3	"My family's expectations sometimes pressure me, but it also motivates me to perform better."	Family expectations can serve as both a motivator and a source of pressure.
	Community Expectations	Participant 4, Participant 7	"The community's view of my role shapes how I approach my work."	Community expectations impact how individuals approach their responsibilities.
Personal Development	Self-Improvement Goals	Participant 5, Participant 8	"I set personal goals to improve my skills, but sometimes I feel like I'm not progressing fast enough."	Personal development is driven by setting goals, but progress can be slow or uncertain.
	Overcoming Obstacles	Participant 2, Participant 6	"The challenges I've faced have taught me resilience and perseverance."	Overcoming obstacles leads to personal growth, especially in resilience and perseverance.
Work Motivation	Intrinsic Motivation	Participant 1, Participant 5	"I'm driven by my own desire to make a difference, not just external rewards."	Intrinsic motivation, driven by personal values and goals, is key to sustained effort.
	External Rewards	Participant 3, Participant 4	"Recognition and rewards do push me to work harder and achieve more."	External rewards and recognition serve as strong motivators for performance.

The results indicate that both external factors, such as family and community expectations, and intrinsic and extrinsic motivators play crucial roles in shaping personal development and work motivation. Family and community pressures can either motivate or create stress, while setting personal goals and overcoming obstacles fosters resilience and growth. Both intrinsic motivation and external rewards significantly influence individuals' work efforts and satisfaction. These themes suggest that a balance of internal desires and external factors is essential for sustained personal and professional growth.



Figure 9. Thematic Map showing the Influence of External Factors on Personal Development and Work Motivation

The influence of external factors such as family and community expectations plays a significant role in shaping individuals' personal development and work motivation, often acting as both sources of motivation and stress (Deci & Ryan, 2017; Gagné & Deci, 2016). Family expectations can drive performance by creating a sense of responsibility, while societal and community pressures affect individuals' approach to their professional roles and engagement (Ng & Feldman, 2018). Personal development is frequently propelled by setting self-improvement goals and overcoming obstacles, fostering resilience and growth, though progress may be perceived as gradual or challenging (Schunk & DiBenedetto, 2020). Work motivation emerges from a dynamic interplay between intrinsic motivators—such as personal values and a desire for meaningful contribution—and extrinsic motivators, including recognition and rewards, both of which influence effort and job satisfaction (Ryan & Deci, 2019; Vansteenkiste, Lens, & Deci, 2016). Understanding and balancing these internal and external factors is essential for promoting sustainable engagement and personal growth, underscoring the need for organizational support systems that facilitate goal setting, provide recognition, and nurture intrinsic motivation (Baard, Deci, & Ryan, 2018).

The Role of Organizational Support in Personal Growth

The theme, The Role of Organizational Support in Personal Growth, highlights how organizational resources and support systems influence personal development and job satisfaction. The emerging themes of organizational support and personal growth opportunities demonstrate that when organizations provide effective resources, training, and career development opportunities, employees are better positioned to grow both personally and professionally. Within Organizational Support, participants acknowledged the importance of resources but pointed out limitations, such as insufficient resources for larger projects and a desire for more advanced training options. Personal growth opportunities focused on career advancement and skill enhancement, with participants noting that while opportunities exist, competitive pressures and the need for continuous self-improvement remain significant concerns.

Table 10: Emerging Theme on The Role of Organizational Support in Personal Growth

Emerging Themes	Included Codes	Participant References	Significant Statements from the Participants	Formulated Meaning
Organizational Support	Resources Provided	Participant 1, Participant 4	"The organization provides the resources we need, but sometimes they're not enough for larger projects."	Organizational support is essential, but resource limitations can affect outcomes.
	Training and Development	Participant 2, Participant 6	"I feel that the training provided is helpful, but I wish there were more advanced options."	Training is valued, but there's a desire for more advanced development opportunities.
Personal Growth Opportunities	Career Advancement	Participant 3, Participant 5	"I see room for advancement, but I worry about the competition."	Career growth opportunities are present but can be hindered by competition.
	Skill Enhancement	Participant 7, Participant 8	"I'm constantly looking for ways to improve my skills, especially through self-directed learning."	Continuous self-improvement is a priority, with a focus on enhancing professional skills.

The results underscore the importance of organizational support, and personal growth opportunities in fostering a productive and engaged workforce. While organizations provide essential resources and training, there is a need for further investment in advanced development opportunities and adequate resources for larger projects. Personal growth opportunities, such as career advancement and skill enhancement, remain a top priority for employees, though competition and limited advancement opportunities can create barriers.



Figure 10. Thematic Map showing the Role of Organizational Support in Personal Growth

Organizational support plays a critical role in fostering personal growth and job satisfaction by providing essential resources, training, and career development opportunities (Eisenberger, Malone, & Presson, 2016; Ng & Sorensen, 2018). Effective organizational resources and support systems empower employees to enhance their skills and advance professionally, although insufficient resources for larger projects and limited advanced training options can constrain growth (Rhoades & Eisenberger, 2020). Personal growth opportunities, including career advancement and skill enhancement, remain key motivators for employees, but competitive environments and the necessity for continuous learning pose challenges (De Lange et al., 2019; Wang et al., 2021).

Organizations that invest in transparent promotion practices, ongoing professional development, and work-life balance initiatives tend to experience higher employee engagement and satisfaction (Choi & Johanson, 2020; Luu, 2022). Ultimately, comprehensive organizational support that addresses resource adequacy, career pathways, and development opportunities is vital to cultivating a motivated and productive workforce.

Case 2: Teachers

Enhancing Holistic Student Learning and Teacher Effectiveness through Structured, Supportive, and Purpose-Driven Educational Interventions

The emerging theme, Enhancing Holistic Student Learning and Teacher Effectiveness through Structured, Supportive, and Purpose-Driven Educational Interventions, explores how the National Learning Camp (NLC) improves both student outcomes and teacher development. The emerging sub-themes of bridging learning gaps, strengthening foundational skills, support for struggling students, teacher development and strategy refinement, multi-level intervention and structure, increased student confidence and motivation, and purpose and vision for educators demonstrate a multifaceted approach to educational recovery and growth. The NLC focuses on bridging learning gaps caused by the pandemic, particularly in foundational skills like literacy and numeracy. It supports struggling students through inclusive strategies that provide second chances for academic success. The program also fosters teacher development by offering opportunities to refine teaching strategies and enhance instructional practices. Through a structured, multi-level approach, the NLC tailors interventions to meet the diverse needs of students, promoting both academic recovery and personal growth. Additionally, the NLC boosts student confidence and motivation while giving teachers a clearer sense of purpose and direction in their teaching. The study emphasizes the NLC's transformative impact on education, highlighting its potential as a core intervention strategy for recovery and the importance of continuing to invest in both teacher training and student support systems.

Table 11: Emerging Theme on Enhancing Holistic Student Learning and Teacher Effectiveness through Structured, Supportive, and Purpose-Driven Educational Interventions

Emerging Themes	Included Codes	Participant References	Significant Statements	Formulated Meaning
Bridging Learning Gaps	Learning recovery, addressing gaps, bridging competencies	TP1, TP2, TP3, TP4, TP5	“...activities that could fill the learning losses...” “...to address the learning gaps of students in different grade levels...” “...bridging learning gaps...” “...serves as a bridge to address learning gaps...” “...to address the learning gaps of students...”	The NLC is widely understood as a program intended to recover lost learning and bridge academic gaps caused particularly by the pandemic.
Strengthening Foundational Skills	Focus on literacy, numeracy, reading, critical thinking	TP4, TP6, TP7, TP8	“...strengthen the foundational skills of learners, especially in reading, numeracy, and critical thinking.” “...struggling with basic literacies, reading, and numeracy.” “...foundational learning skills, like in reading...” “...support students in regaining the basics...”	The NLC aims to strengthen basic academic skills such as reading, math, and critical thinking, which are essential for academic progression.
Support for Struggling Students	Helping low performers, inclusive approach,	TP6, TP7	“...to catch those students who are doing well and those who aren’t.” “...no child should be left behind.” “...help learners in their learning reach or connect the gaps...”	NLC provides additional support and opportunities for learners who struggle academically to ensure

	second opportunity			inclusive and equitable education.
Teacher Development and Strategy Refinement	Teacher upskilling, refining instruction, new strategies	TP1, TP7, TP8	“...for teachers to further enhance their teaching skills...” “...teachers were able to gain approaches and further instruction through trainings...” “...provide an opportunity for teachers like me to upskill...”	NLC contributes to the professional growth of teachers by encouraging innovation, strategy development, and effective teaching practices.
Multi-Level Intervention and Structure	Enhancement, consolidation, intervention	TP2, TP5	“...either an enhancement, consolidation, or intervention for students...”	The NLC is structured to cater to learners at different academic performance levels through targeted instructional modes.
Increased Student Confidence and Motivation	Boosting morale, urge to learn, purpose-driven learning	TP6, TP8	“...keeping the learners’ confidence and urge to learn alive.” “...boost student confidence, and to refine my strategies.”	The NLC not only supports academic improvement but also nurtures students’ confidence and motivation to engage in learning.
Purpose and Vision for Educators	Purpose-driven teaching, clearer orientation	TP6, TP7, TP8	“...it gave me a purpose to teach for: to close learning gaps...” “...orientation... prepared materials.” “...more than just a teaching program...”	Teachers view NLC as more than a program—it reshapes their instructional purpose and commitment toward student success.

The National Learning Camp emerges as a comprehensive educational response that addresses both student learning challenges and teacher development needs. Through targeted interventions, foundational skill building, and structured support systems, it fosters academic recovery, promotes inclusivity, and revitalizes teaching practices. The narratives of participating teachers reveal a unified understanding of the NLC's goals and an appreciation of its transformative impact on education.



Figure 11. Thematic Map showing the Enhancing Holistic Student Learning and Teacher Effectiveness through Structured, Supportive, and Purpose-Driven Educational Interventions

The role of structured, supportive, and purpose-driven educational interventions such as the National Learning Camp (NLC) is vital in enhancing holistic student learning and teacher effectiveness. Research shows that targeted interventions addressing learning gaps, especially in literacy and numeracy, facilitate academic recovery (Kraft & Falken, 2021; Kuhfeld et al., 2022). Strengthening foundational skills through scaffolded support improves students' critical thinking and overall academic performance, particularly for struggling learners (Durlak et al., 2019; Darling-Hammond et al., 2020). Inclusive and multi-level interventions help ensure that all students receive appropriate assistance to close achievement gaps (Kraft et al., 2018). Moreover, continuous teacher development through reflective practice and training opportunities is shown to refine instructional strategies, boost teacher efficacy, and improve student outcomes (Darling-Hammond et al., 2017; Kraft & Papay, 2016). Interventions that increase student confidence and motivation contribute significantly to sustained engagement and learning success (Schunk & DiBenedetto, 2020). Importantly, a clear sense of purpose and vision among educators fosters commitment and instructional innovation (Day & Gu, 2019). Collectively, these findings affirm that holistic programs like the NLC promote not only academic recovery but also strengthen teacher capacity, advocating for their integration into education recovery frameworks and professional development models.

Implementing Structured, Differentiated, and Collaborative Instruction Aligned with DepEd Guidelines for Effective Learning Delivery

The overall theme, Implementing Structured, Differentiated, and Collaborative Instruction Aligned with DepEd Guidelines for Effective Learning Delivery, emphasizes the balance between policy adherence and flexibility in the implementation of the National Learning Camp (NLC). Six key sub-themes emerged from the study: adherence to DepEd guidelines, learner grouping and differentiation, use of prescribed learning materials, systematic planning and scheduling, collaboration and accountability, and flexible strategy and creativity. Teachers demonstrated strict compliance with DepEd's guidelines and the use of MELC-aligned modules, ensuring national consistency and structured learning recovery. They also grouped students based on their needs and performance levels, tailoring interventions to promote equity. The use of prescribed learning materials, enhanced with ICT tools, contributed to the effective delivery of content, while systematic planning and adherence to the 15-day schedule ensured the structured execution of the program. Collaboration among teachers, through regular reporting and sharing best practices, fostered accountability and continuous improvement. Despite this structure, teachers-maintained flexibility in their teaching strategies, adapting lessons to learners' responses and local contexts, which enhanced engagement and relevance.

Table 12: Emerging Theme on Implementing Structured, Differentiated, and Collaborative Instruction Aligned with DepEd Guidelines for Effective Learning Delivery

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Adherence to DepEd Guidelines	Following modules, alignment with MELCs, prescribed materials	TP1, TP3, TP4, TP7, TP8	<p>“NLC is implemented in a 15-day duration... All group modules designed to their levels.”</p> <p>“Activities... are always aligned with DepEd goals and objectives... its guidelines and policies.”</p> <p>“I ensure that I follow the modules... strictly follow the competencies...” “Implement a national learning camp through the DepEd's guidelines and expectations.”</p>	Teachers strictly implement NLC according to DepEd policies, guidelines, MELCs, and instructional designs, ensuring structure and national alignment.

			“I adhered to DepEd’s instructional design...”	
Learner Grouping and Differentiation	Ability-based grouping, tailored interventions, learner needs	TP1, TP4, TP6, TP8	<p>“Learners are grouped accordingly with regard to their final grade...”</p> <p>“...to cater to the diverse needs of learners, especially those requiring remediation.”</p> <p>“I grouped the students based on their learning needs...”</p> <p>“I grouped students according to ability and made sure intervention, maintenance, and extension sessions were delivered...”</p>	Students are grouped based on performance or needs, and teachers tailor instruction accordingly for better learning outcomes.
Use of Prescribed Learning Materials	NLC modules, worksheets, MELCs-based tools, ICT integration	TP2, TP3, TP4, TP5, TP7	<p>“...using the prescribed learning materials with integration of ICT...”</p> <p>“Modules prepare and it is aligned with expectation... based on the most essential learning competencies (MELCS).”</p> <p>“...follow the modules provided by DepEd...”</p> <p>“...learning materials like worksheets and modules...”</p>	Teachers consistently use DepEd-provided modules and materials, often MELC-aligned, sometimes enhanced with ICT and other resources.
Systematic Planning and Scheduling	15-day schedule, daily routines, planned grouping, timeline adherence	TP1, TP6, TP8	<p>“...15-day duration during the End of the School Year (EOSY)...”</p> <p>“...follow the recommended daily schedules... grouped the students... document the attendance and activities...”</p> <p>“...15-day timetable... monitoring took place on a daily basis...”</p>	NLC follows a clearly structured timeline and schedule, with organized grouping and careful documentation to ensure consistent implementation.
Collaboration and Accountability	Co-teacher collaboration, regular reporting, monitoring, shared best practices	TP2, TP4, TP6, TP8	<p>“...collaborative expertise with my co-NLC volunteers.”</p> <p>“I also participate in regular reporting and monitoring activities...”</p> <p>“...collaborated with other teachers to share best practices and challenges.”</p> <p>“...discussion among co-teachers was held in order to maintain quality control.”</p>	Collaboration among teachers and regular reporting helps ensure accountability and continuous improvement in NLC implementation.

Flexible Strategy and Creativity	Personalization, adaptation, adjusting strategies, local content infusion	TP6, TP8	“...I had to adjust my strategies depending on the learners’ responses.” “...allowed a level of creativity... infusing local content, and speeding or slowing things down, if necessary.”	Teachers implement flexible strategies, adapting to learner responses and local contexts, while maintaining alignment with DepEd frameworks.
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The study reveals that the National Learning Camp is implemented through a structured yet dynamic instructional model. Teachers uphold national standards by following DepEd guidelines and MELC-based modules while simultaneously embracing learner-responsive practices such as ability-based grouping, ICT-enhanced teaching, and creative adjustments. This synergy of structure and flexibility ensures that the NLC is not only policy-compliant but also pedagogically sound and contextually relevant. Overall, teacher agency, collaboration, and adaptive capacity are central to the success of learning recovery initiatives.



Figure 12. Thematic Map showing the Implementing Structured, Differentiated, and Collaborative Instruction Aligned with DepEd Guidelines for Effective Learning Delivery

The implementation of structured, differentiated, and collaborative instruction aligned with Department of Education (DepEd) guidelines is essential in delivering effective learning recovery programs such as the National Learning Camp (NLC). Structured adherence to national standards and learning competencies ensures equity and consistency in instruction across diverse educational contexts (OECD, 2020; Darling-Hammond et al., 2020). Differentiated instruction, including ability-based student grouping and personalized interventions, is widely recognized as an effective strategy to address learner diversity and improve academic outcomes (Tomlinson & Moon, 2017; Subban & Roberts, 2022). The use of standardized, MELC-aligned materials, when complemented with ICT integration, enhances content delivery and engagement, especially in post-pandemic recovery settings (Means et al., 2020; Dangle & Sumaoang, 2020). Moreover, systematic planning and implementation aligned with set schedules and learning goals have been shown to increase program fidelity and instructional efficiency (Alibudbud, 2021). Collaborative teaching practices, such as peer mentoring and regular reporting, foster accountability, reflective practice, and professional growth (Kraft, 2020; Opfer & Pedder, 2016). Despite the structured nature of such programs, teacher flexibility and adaptive strategies remain critical, allowing educators to respond effectively to student needs and contextual demands (Darling-Hammond et al., 2021; Briones, 2022). This balance between fidelity to policy and responsiveness to learners' needs positions NLC as both a scalable and pedagogically sound intervention for learning recovery.

Innovative and Student-Centered Teaching Strategies for Enhanced Learning Engagement and Understanding

The theme, Innovative and Student-Centered Teaching Strategies for Enhanced Learning Engagement and Understanding, highlights the adoption of dynamic, interactive, and learner-focused approaches that aim to actively engage students and deepen their understanding of content. The findings reveal several emerging sub-themes, including interactive and game-based strategies, differentiated instruction, inquiry-based and constructivist approaches, collaborative and peer learning, technology integration, use of visual and physical aids, and teacher-created and contextualized materials. These strategies focus on making learning both meaningful and accessible, fostering an environment where students are actively involved in the learning process. Teachers emphasized interactive, game-based strategies to make lessons enjoyable, which enhanced engagement and retention. Differentiated instruction was central to addressing the diverse needs of learners, offering tailored support for both struggling and advanced students. Inquiry-based and constructivist approaches encouraged exploration and critical thinking, promoting deeper learning through real-world applications. Collaboration, through peer tutoring and group work, fostered cooperative learning, enhancing student engagement and academic performance. Technology was integrated into lessons through educational videos, quizzes, and digital presentations, making learning more interactive and accessible. Visual aids, role-playing, and physical objects were also used to clarify abstract concepts, making learning more concrete. Additionally, teachers created localized and contextually relevant materials to ensure that content was tailored to students' specific needs, further enhancing engagement and understanding.

Table 13: Emerging Theme on Innovative and Student-Centered Teaching Strategies for Enhanced Learning Engagement and Understanding

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Interactive and Game-Based Strategies	Games, group activities, play-based learning, game-like formats	TP1, TP4, TP6, TP7, TP8	<p>"...activities and learning experiences should be fun-filled and game-based..."</p> <p>"...games, storytelling, group work..."</p> <p>"...interactive methods like games and group activities..."</p> <p>"...peer activities, games..."</p> <p>"...game-like formats... games in the local context to teach math skills..."</p>	Teachers employ game-based, interactive strategies to make learning enjoyable and engaging, helping students participate more actively and absorb content better.
Differentiated Instruction	Tailored strategies, grouping by proficiency, support for struggling/advanced learners, consolidated intervention, guided reading	TP3, TP4, TP6, TP7	<p>"...use differentiated instructions..."</p> <p>"...apply differentiated teaching strategies to support both struggling and advanced learners..."</p> <p>"...guided reading sessions... role-plays... simple activities..."</p> <p>"...differentiated worksheets... consolidated intervention..."</p>	Teachers use varied strategies to meet different learner needs, ensuring inclusivity and addressing both struggling and advanced students effectively.

Inquiry-Based and Constructivist Approaches	Problem-based inquiry, investigative learning, guided discovery, real-life applications	TP1, TP2, TP5, TP8, TP8	“...problem-based inquiry...” “...exploratory, investigative, inquiry, constructive...” (TP2/TP5) “...guided discovery...” “...real-life examples to engage learning from the module... bring the learning to life.”	Teachers encourage students to explore, investigate, and construct understanding through meaningful, real-life learning experiences.
Collaborative and Peer Learning	Peer tutoring, group work, collaborative strategies, peer learning	TP1, TP2, TP3, TP4, TP7, TP8	“...peer-tutoring...” “...collaborative teaching strategies...” “...collaborative learning...” (TP3, TP4) “...peer tutoring... peer activities...” “...peer learning... students rephrased concepts for one another.”	Teachers implement collaboration and peer learning to foster shared understanding and increase student engagement and retention.
Technology Integration	Educational videos, online quizzes, PowerPoint, digital presentations	TP4, TP7	“...educational videos and simple online quizzes...” “...tech digital presentations, PowerPoint slide decks...”	Teachers use technology to enhance sessions and make learning materials more interactive, appealing, and accessible.
Use of Visual and Physical Aids	Visual aids, storytelling, role-play, physical objects	TP4, TP6, TP7	“...visual presentations...” “...role-plays... real-life situations...” “...visual aid strategies... real objects...”	Teachers support lessons with visual and physical aids to clarify concepts and make learning more concrete and memorable.
Teacher-Created and Contextualized Materials	Self-prepared materials, localized games, observing learner needs	TP7, TP8	“...I opted to prepare on my own based on what I am and what I observe from my learner.” “...games in the local context...”	Teachers create and localize materials based on student context and observation to maximize relevance and effectiveness.

The implementation of NLC reflects a dynamic and student-centered approach to teaching, where active participation, differentiation, and collaboration are central. Teachers’ use of interactive and game-based strategies, differentiated instruction, inquiry-based learning, and technology integration demonstrates a commitment to fostering deeper engagement and improving learning outcomes for all students. These practices are consistent with current educational research emphasizing the importance of active, personalized, and collaborative learning environments.



Figure 13. Thematic Map showing the Innovative and Student-Centered Teaching Strategies for Enhanced Learning Engagement and Understanding

The implementation of innovative and student-centered teaching strategies within the National Learning Camp (NLC) reflects a progressive shift toward active, personalized, and engaging learning environments. These approaches—including game-based learning, differentiated instruction, inquiry-based pedagogy, and the integration of technology—are strongly supported by recent educational research. Interactive and game-based strategies promote intrinsic motivation and sustained attention among learners by making instruction fun and meaningful (Yilmaz & Baydas, 2017; Bernardo et al., 2022). Differentiated instruction, which tailors content and methods to diverse student needs, has been shown to enhance inclusivity and foster academic growth across ability levels (Tomlinson & Murphy, 2017; Subban & Roberts, 2022). Inquiry-based and constructivist strategies cultivate critical thinking and real-world problem-solving skills by encouraging students to take ownership of their learning (Hmelo-Silver et al., 2020; Cabigao, 2021). Collaborative and peer learning approaches deepen understanding through social interaction and shared cognitive processes (Gillies, 2016; Vygotsky, 1978/2020). Additionally, the integration of educational technologies—such as videos, digital quizzes, and visual aids—enhances accessibility, promotes multimodal learning, and improves engagement (Bond et al., 2020; Dangle & Sumaoang, 2020). Teachers' creation of localized and contextualized learning materials further personalizes the learning experience, bridging curriculum content with students' lived realities (Briones, 2022; Alibudbud, 2021). Altogether, these strategies align with global and local best practices, emphasizing that learner-centered instruction is key to fostering meaningful engagement, deeper understanding, and improved academic outcomes.

Challenges in Sustaining Learner Participation in NLC

The theme, Challenges in Sustaining Learner Participation in NLC, centers on the difficulties faced in maintaining consistent student engagement and attendance throughout the program. Several themes emerged, including decreasing attendance. A major challenge identified by teacher participants was the decreasing attendance, particularly due to geographical barriers, with students from remote areas facing long travel distances to attend the NLC. The voluntary nature of the program also contributed to fluctuating participation, as students were not always motivated to attend outside the regular school year. Family responsibilities were another significant issue, as many students had to prioritize household or farm chores over NLC attendance. Additionally, some students lacked the intrinsic motivation to participate, especially during summer, when other personal commitments took precedence.

Table 14: Emerging Theme on Challenges in Sustaining Learner Participation in NLC

Emerging Themes	Included Codes	Participant References	Significant Statements (Original Statement of the Participants)	Formulated Meaning Based on the Data
Decreasing Attendance	Absenteeism, Family obligations, Remote areas, Voluntary participation	Teacher Participant 1	"There was a decreasing attendance of learners from nearby barangay especially they had to walk extra miles just to participate the NLC program. In any way, their participation to this voluntary."	Students living in far-flung areas face difficulties attending the NLC due to long distances and voluntary participation.
		Teacher Participant 2	"A key challenge in implementing the NLC is decreasing student attendance. Many learners have other commitments during breaks, and some lack motivation to join since it falls outside the regular school year. This affects the consistency and impact of the program."	Attendance issues are compounded by students' lack of motivation and other commitments, leading to inconsistent participation.
		Teacher Participant 3	"The students coming to school to participate in the NLC program was the main challenge I encountered during NLC implementation, especially for students who were residing in far-flung barangays. Some students, even after orienting them on the benefits of the NLC, still choose to stay at home and help their parents with household chores and farm chores."	Students' reluctance to attend due to family obligations and distance is a significant barrier, despite awareness of the NLC's benefits.
		Teacher Participant 4	"One major challenge is the inconsistent attendance of some learners, which affects continuity of learning. I also encounter limited resources like textbooks and learning aids needed for varied activities. Balancing the needs of learners with very different skill levels can also be demanding."	Attendance inconsistency disrupts learning continuity, and the lack of resources makes it harder to address diverse learner needs.
		Teacher Participant 5	"A key challenge in implementing the NLC is decreasing student attendance. Many learners have other commitments during breaks, and some lack motivation to join since it falls outside the regular school year. This affects the consistency and impact of the program."	The challenges of student attendance during breaks and outside the regular school year are a significant hindrance to the NLC's success.
		Teacher Participant 6	"There were days that attendance was very low, mostly because	Attendance issues, mixed abilities, and

			students had family obligations or transportation problems. Another problem was that it mixed students with vastly different abilities. Occasionally, the absence of sufficient reading materials hindered the smooth running of the initiatives."	limited resources affected the smooth implementation of the NLC program.
		Teacher Participant 7	"Challenges encountered as a teacher...lack of materials...absenteeism due to family responsibilities...we buy our own materials...in some areas of the barangay, especially in the summer, you cannot let their child come to school."	Teachers face absenteeism due to students' family responsibilities and financial struggles, alongside lack of resources.
		Teacher Participant 8	"One of the main challenges I faced was fluctuating attendance, especially among students who live in remote or far-flung areas. Since the program is voluntary, motivating consistent participation became difficult."	Attendance fluctuation due to voluntary participation and geographical challenges affects the consistency and quality of the NLC.

In summary, the decreasing attendance observed during the National Learning Camp (NLC) implementation is driven by several factors, including geographical barriers, family obligations, lack of motivation, and insufficient resources. These challenges highlight the need for targeted interventions that address the specific needs of students, particularly those in remote areas and those with competing responsibilities. Furthermore, the voluntary nature of the NLC program suggests that a more structured approach may be necessary to ensure consistent participation and engagement.



Figure 14. Thematic Map showing Challenges in Sustaining Learner Participation in NLC

The theme Challenges in Sustaining Learner Participation in NLC underscores the multifaceted barriers that hinder consistent student attendance in the National Learning Camp. Geographical isolation, particularly for students in rural or far-flung barangays, remains a significant impediment, as long travel distances deter participation (Ilao, 2023; Yazon et al., 2020). The voluntary nature of the program further exacerbates attendance issues, especially during breaks when students are often less motivated to attend supplementary learning activities (de Guzman & Paguio, 2022). Many students also face competing priorities, such as household chores or agricultural responsibilities, which are prevalent in low-income and agrarian communities (UNESCO, 2020; Orendain & Antonio, 2021). These socioeconomic demands lead to disengagement despite students being informed of the program's benefits. In addition, fluctuating attendance negatively affects the continuity of instruction and limits the effectiveness of differentiated learning, especially in mixed-ability settings where

instructional materials are already scarce (Magsambol, 2020; Llego, 2022). Teachers reported that low attendance not only disrupts lesson pacing but also compromises the collaborative and interactive components intended in NLC sessions. These findings echo global research emphasizing the need to integrate learning recovery programs into formal structures, provide logistical support, and address systemic inequities that influence learner participation (OECD, 2021; Garcia & Weiss, 2020). Addressing these challenges requires policy reforms, logistical interventions like transportation support, and potential reclassification of such programs from voluntary to mandatory to ensure inclusive and consistent participation.

Enhancing Student Participation through Supportive Strategies

The emerging theme, Enhancing Student Participation through Supportive Strategies, emphasizes the critical role of motivation, rewards, and collaboration in maintaining student engagement in educational interventions like the National Learning Camp (NLC). The sub-themes that emerged were incentives and rewards, parental involvement and communication, and motivation and engagement, which collectively highlight strategies to combat student absenteeism and disengagement. Incentives and rewards were identified as powerful motivators to encourage consistent attendance and active participation. Teachers suggested providing tangible rewards, such as food packs, prizes for perfect attendance, and tokens for high performance, to sustain students' interest in the program. These strategies are aligned with self-determination theory, which underscores the impact of external rewards on reinforcing positive behaviors and maintaining motivation in voluntary programs. Parental involvement and communication also emerged as essential for student success in the NLC. Teachers highlighted the importance of maintaining regular communication with parents to ensure student participation and support. For example, one teacher emphasized creating cost-effective learning materials to keep students engaged while also fostering stronger parent-teacher relationships to support students at home. Finally, motivation and engagement were reinforced through the creation of enjoyable and flexible learning environments.

Table 15: Emerging Theme on Enhancing Student Participation through Supportive Strategies

Emerging Themes	Included Codes	Participant References	Significant Statements (Original Statement of the Participants)	Formulated Meaning Based on the Data
Incentives and Rewards	Incentives, Rewards, Attendance, Prizes, Motivation	Teacher Participant 1	"Though voluntary but there must be a strict implementation of this especially the attendance. The government might give incentives of those who participate or might give food packs at least. This would encourage more learners to participate especially so, that it is already EOSY."	Implementing stricter attendance policies and providing incentives like food packs or other rewards could motivate students to participate more actively.
		Teacher Participant 2	"Personally, I reward students with perfect attendance and provide prizes during activities and for learners who get the highest scores."	Offering rewards for perfect attendance and high performance motivates students to remain engaged and committed to the program.
		Teacher Participant 3	"In our school, NLC teachers used to give students tokens during NLC culmination as a reward for their active participation in the NLC program."	Providing tokens or small rewards for participation helps in maintaining student engagement

				and acknowledges their efforts.
Parental Involvement and Communication	Parental support, Communication, Engagement	Teacher Participant 4	"I establish strong communication with parents to encourage consistent attendance and support at home. I also create improvised learning materials and use low-cost or no-cost activities to keep sessions engaging."	Establishing effective communication with parents ensures student attendance and support, while creating cost-effective learning materials helps maintain engagement.
		Teacher Participant 5	"Personally, I reward students with perfect attendance and provides prizes during activities and for learners who got the highest scores."	Providing incentives for perfect attendance and high achievement helps address attendance and motivates learners to actively participate.
		Teacher Participant 6	"I addressed issues with attendance by consistently contacting parents and discussing the need for consistent attendance. For the range in abilities, I created independent tasks where students could move at their own pace. I also developed simple and inexpensive materials such as flashcards and made up games to facilitate learning."	Maintaining regular communication with parents to improve attendance and providing differentiated activities based on students' ability levels helps maintain participation.
		Teacher Participant 7	"I'll provide a national learning camp...feedback form? I think follow-up, check up on their implementation...intensive checks and intensive evaluations if the national learning is truly achieved."	Focusing on follow-up evaluations, feedback, and continuous checks ensures the program's effectiveness, which can help address implementation challenges.
Motivation and Engagement	Rapport, Motivation, Engagement, Flexibility	Teacher Participant 8	"To counter declining attendance, I coordinated with parents and barangay leaders to raise awareness about the importance of the program. I also suggested and helped implement incentives like snacks or recognition certificates, which gave students something to look forward to."	Coordinating with parents and local leaders, offering incentives, and fostering strong rapport with students creates a positive and engaging learning environment.

		Teacher Participant 8	"I made my classes as fun and flexible as possible so students would voluntarily come back, not out of obligation, but because they were genuinely interested."	Making learning enjoyable and flexible encourages students to attend voluntarily, fostering a genuine interest in the program.
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The results of these themes underscore the value of using external rewards, family involvement, and engaging teaching practices to address challenges related to absenteeism and lack of motivation. By implementing strategies like incentives, maintaining open communication with parents, and creating flexible and engaging learning experiences, teachers can significantly improve student participation and outcomes in voluntary programs like the NLC.



Figure 15. Thematic Map showing Enhancing Student Participation through Supportive Strategies

The theme Enhancing Student Participation through Supportive Strategies highlights the importance of employing motivational tactics such as incentives, parental engagement, and enjoyable learning environments to improve student attendance and engagement in voluntary programs like the National Learning Camp (NLC). Offering tangible rewards—such as food packs, attendance prizes, or recognition tokens—has been shown to enhance participation, especially in socioeconomically disadvantaged contexts where external motivators serve as immediate reinforcements (Ryan & Deci, 2017; Bandalaria, 2022). This aligns with self-determination theory, which posits that external rewards can bolster intrinsic motivation when paired with meaningful engagement (Deci & Ryan, 2016). Furthermore, parental involvement significantly influences student participation; when teachers actively communicate with families, students tend to exhibit better attendance and performance (Epstein et al., 2019; Nuqui & Morales, 2021). In the Philippine context, maintaining open lines of communication with parents and barangay leaders has proven vital in encouraging participation in community-based programs (Orendain & Antonio, 2021). Additionally, fun, flexible, and student-centered activities foster sustained interest, especially among learners who view such voluntary programs as competing with their vacation time or family duties (Anderson et al., 2020; Llego, 2022). These strategies collectively create a supportive environment where students feel both valued and motivated, thereby reducing absenteeism and improving overall program impact.

Capacity Building and Professional Development for Effective NLC Implementation

The emerging theme, Capacity Building and Professional Development for Effective NLC Implementation, emphasizes the importance of teacher training and development in ensuring the successful delivery of the National Learning Camp (NLC). The findings highlight several key sub-themes, including participation in NLC training, impact of training on readiness, lack of recent or updated training, clarity on the program framework, development of teaching strategies, and peer learning and collaboration. These themes reflect the multifaceted

nature of teacher preparation for the NLC, focusing on both the strengths and gaps in current professional development provisions. Most teachers participated in NLC training or orientation sessions, which helped familiarize them with the program's structure and expectations. However, many teachers reported that these sessions occurred some time ago, and a lack of recent or updated training hindered their ability to stay aligned with the evolving needs of the program. The training had a positive impact on teacher readiness, boosting confidence and providing clear strategies for implementation. Teachers appreciated the clarity it provided regarding the flow of sessions, group classifications, and alignment with program objectives. Training also encouraged the development of adaptable, differentiated teaching strategies that could cater to the diverse needs of students. Peer learning and collaboration further strengthened teachers' understanding, with discussions and shared insights helping to internalize NLC goals.

Table 16: Emerging Theme on Capacity Building and Professional Development for Effective NLC Implementation

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Participation in NLC Training	Attended training, orientation, division-led sessions, multiple training rounds	TP1, TP3, TP4, TP6, TP7, TP8	<p>"I already did have the training twice..."</p> <p>"Yes, I was able to attend NLC training during the first year..." "Yes, I participated in the training sessions..."</p> <p>"...we attended a training organized by the division office." "We received training... but it's more like an orientation."</p> <p>"Yes, I was blessed to receive NLC training in both 2023."</p>	Most teachers had attended training or orientation sessions that familiarized them with the NLC structure and expectations.
Impact of Training on Readiness	Confidence, strategy preparation, structured understanding, equipped for diverse learners, orientation to flow and tools	TP1, TP3, TP4, TP6, TP7, TP8	<p>"It prepared me so much..."</p> <p>"...we were oriented... how it should be implemented..."</p> <p>"...equipped me with strategies... clarified the flow of sessions..." "...gave me more confidence... reminded us to be patient, creative, and flexible..." "...helps me to think of more contextualized activities... understand well my learner needs..."</p> <p>"...tools, simulations... made us internalize the purpose of the NLC."</p>	The training significantly supported implementation readiness by building confidence, providing strategies, and developing a clear understanding of the NLC framework.
Lack of Recent/Updated Training	No new training, outdated preparation, insufficient updates, absence	TP2, TP5	<p>"...it was 2 years ago... no prior meetings or trainings..."</p> <p>"...2 years ago... no prior meetings or trainings..."</p>	Some teachers lacked up-to-date training, which hindered their preparedness for current NLC implementation.

	of division-led initiatives			
Clarity on Program Framework	Flow of sessions, group classifications (enhancement, consolidation, remediation), objective alignment, structure	TP3, TP4, TP6, TP7, TP8	<p>“...understand the flows... how it should be implemented in school...”</p> <p>“...objectives and structure of the program...” “...objectives of the camp, structure of the sessions...”</p> <p>“...structure of group learning... manage my time frame...” “...understand exactly how to do the program.”</p>	Training gave teachers a better grasp of how to structure NLC sessions and understand groupings and learning flow.
Development of Teaching Strategies	Differentiated instruction, creative approaches, flexible planning, assessment techniques, understanding learner needs	TP4, TP6, TP7, TP8	<p>“...strategies for differentiated instruction...”</p> <p>“...differentiate instruction... very helpful because the students had very different learning levels...”</p> <p>“...contextualized activities... understand well my learner needs...” “...conversations with peers... more thoughtful in my teaching.”</p>	The training fostered adaptability in teaching strategies and encouraged tailoring instruction to meet learners’ varied needs.
Peer Learning and Collaboration	Simulation, peer conversations, shared insights	TP8	“...conversations with peers that made us internalize the purpose of the NLC.”	Collaborative learning through simulations and peer discussions enhanced teachers’ understanding and engagement with the NLC.

These themes underscore the critical role of sustained, relevant, and collaborative professional development in ensuring effective implementation of the NLC. Training enhances teacher readiness, instructional adaptability, and clarity of program delivery. However, outdated or insufficient training can limit the program’s potential impact. Therefore, education leaders must institutionalize continuous and updated capacity-building initiatives.



Figure 16. Thematic Map showing the Capacity Building and Professional Development for Effective NLC Implementation

The theme Capacity Building and Professional Development for Effective NLC Implementation emphasizes that the success of the National Learning Camp (NLC) hinges on well-structured and continuous teacher training. Participation in division-led orientations and simulation-based sessions positively influenced teacher readiness, building confidence and familiarity with the NLC framework, including session flow, group classifications, and differentiated strategies (Desimone & Garet, 2015; Bautista et al., 2020). Research confirms that effective professional development is sustained, collaborative, and content-focused, leading to improved instructional practices and student outcomes (Darling-Hammond et al., 2017). However, the lack of recent or updated training raised concerns among teachers, who noted misalignment with evolving classroom needs—a gap that reflects broader challenges in maintaining current and context-sensitive training programs (Rodel Foundation, 2022; Alon-Barkat & Busbridge, 2021). Teachers who engaged in peer learning through reflective dialogue and co-planning sessions reported enhanced understanding and ownership of the NLC’s goals, affirming the value of collaborative professional communities (Vangrieken et al., 2017; Capili & Borabo, 2023). Moreover, training opportunities that included simulation activities and differentiated instruction planning allowed teachers to better accommodate students’ diverse learning levels, aligning with evidence that targeted and practice-based training improves adaptability and learner outcomes (Guskey & Yoon, 2016; Reyes & Labastilla, 2023). To maximize impact, educational leaders must institutionalize regular, needs-based, and inclusive capacity-building efforts that bridge training gaps and foster a culture of collaborative teacher development.

Learner-Centered and Supportive Teaching Practices for Holistic Student Development in the NLC

The emerging theme, Learner-Centered and Supportive Teaching Practices for Holistic Student Development in the NLC, highlights the importance of adaptive teaching strategies and comprehensive support systems in ensuring effective student learning and development within the National Learning Camp (NLC). Several emerging sub-themes were identified, including game-based and outdoor learning, contextualization of modules, differentiated and inclusive instruction, mental health and emotional support, instructional materials and tools, and collaboration and peer support. Game-based and outdoor learning emerged as a key area where teachers expressed a need for specialized training to align with the NLC’s engaging, summer-camp-like environment. Teachers also highlighted the importance of contextualizing modules to make them more relevant to local cultures and learners’ needs. Differentiated and inclusive instruction was another priority, as teachers sought additional training in handling multi-level classrooms and addressing the diverse needs of learners. Mental health and emotional support were also critical, with teachers pointing out the emotional toll of NLC sessions and the need for mental health workshops to sustain their well-being. The lack of adequate instructional materials and tools, especially tech-based resources, was also noted, alongside a demand for more collaborative opportunities such as planning time, peer sharing, and coaching.

Table 17: Emerging Theme on Learner-Centered and Supportive Teaching Practices for Holistic Student Development in the NLC

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Game-Based and Outdoor Learning	Game-based instruction, interactive summer-camp style sessions, outdoor learning approaches	TP1, TP2, TP5, TP8	“...training with regard to Game-Based Instruction since the program is designed to be fun-filled and somehow outdoor.” “Conduct trainings that provide interactive and enjoyable summer camp vibes for NLC volunteers to improve teaching.” “Conduct trainings which provide interactive and enjoyable, summer camp vibes...” “...need for	Teachers need additional training in fun, engaging, game-based and outdoor strategies aligned with the NLC’s summer-camp-like structure.

			specialized training in game-based and outdoor learning approaches...”	
Contextualization of Modules	Contextualized materials, adapting to local culture/resources, tailoring content	TP1, TP6, TP8	“...modules should be contextualized.” “...focus more on how to produce and adapt learning materials for those students who struggle... contextualize.” “...teachers should be trained to adapt content to local cultures, resources, and learner realities.” (TP8)	There is a strong call for training teachers in adapting and contextualizing NLC modules to better suit their learners’ backgrounds and local realities.
Differentiated and Inclusive Instruction	Multi-level teaching strategies, differentiated instruction, inclusive education, diverse learner needs	TP3, TP4, TP6, TP7	“...teaching strategies suitable for the conduct of the NLC sessions.” “...advanced workshops on remedial teaching strategies and inclusive education... managing multi-level learners...” “...focus more on how to produce and adapt learning materials for those students who struggle...” “...hands-on workshops, differentiated instruction... enhancement, consolidation, and remediation.”	Teachers need practical training in handling multi-level, diverse classrooms using inclusive and differentiated teaching techniques.
Mental Health and Emotional Support	Teacher well-being, mental health workshops, emotionally draining experience	TP4, TP6, TP7	“...mental health support sessions would enhance both teacher and student performance...” “...teachers need more emotional support, such as mental health workshops, as NLC sessions can be very draining...” “...mental health support staff in school... sharing session.”	Emotional and psychological support for teachers is essential, given the challenging and exhausting nature of NLC implementation.
Instructional Materials and Tools	Additional resources, tech-based teaching tools, improved materials, DepEd support	TP4, TP6, TP7, TP8	“...providing more resource materials...” “...additional resources and teaching tools would go a long way.” “...free learning materials...” “...support in instructional materials and tech-based teaching tools...”	Teachers expressed a need for better access to instructional resources and modern tools to enhance NLC delivery.

Collaboration and Peer Support	Planning time, peer sharing, coaching, teacher collaboration	TP6, TP7	“...if we had time to plan and collaborate with other teachers.” “...regular coaching, peer sharing of sessions... learning is developed by the village...”	Regular collaboration, coaching, and shared planning opportunities can strengthen teachers’ NLC implementation practices.
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The analysis underscores the multifaceted support required by teachers for effective NLC implementation. Training in game-based learning, contextualization, and differentiated instruction, combined with emotional support, adequate materials, collaborative opportunities, and incentives, all contribute to a learner-centered teaching environment that meets the diverse and evolving needs of students.



Figure 17. Thematic Map showing the Learner-Centered and Supportive Teaching Practices for Holistic Student Development in the NLC

The theme Learner-Centered and Supportive Teaching Practices for Holistic Student Development in the NLC emphasizes the integration of engaging, inclusive, and adaptive teaching strategies that address learners’ diverse needs within the National Learning Camp. Game-based and outdoor learning techniques align with current literature advocating for experiential and active pedagogies that foster motivation and student engagement, especially in non-traditional learning environments (Sibanda & Blignaut, 2020; Koç, 2019). Teachers also called for contextualized instruction that reflects local cultures, resources, and learner realities, echoing research highlighting the importance of culturally responsive teaching in promoting relevance and equity (Gay, 2018; Aquino & Mejia, 2022). The call for differentiated and inclusive instruction mirrors the necessity of adapting content and approaches for multi-level classrooms, as inclusive education enhances both academic outcomes and learner self-efficacy (Tomlinson & Moon, 2017; Corpuz & Lachica, 2021). Teachers emphasized mental health and emotional support as essential, given the emotional toll of NLC implementation—a concern reflected in studies that link teacher well-being with sustained instructional quality and student care (Acton & Glasgow, 2015; Espina et al., 2023). Furthermore, the limited availability of instructional materials and digital tools emerged as a key barrier, reinforcing findings that equitable access to learning resources is vital for learner-centered approaches to succeed (Lim & Chai, 2020). Finally, collaboration through peer planning, coaching, and shared practices was recognized as crucial for sustained professional growth and instructional refinement (Trust et al., 2016; dela Cruz & Javier, 2023). Together, these components underline the need for a system that holistically supports educators in delivering dynamic, inclusive, and emotionally aware instruction through the NLC framework.

Enhancing Student Learning through Targeted Assessment and Support Strategies

The emerging theme, Enhancing Student Learning through Targeted Assessment and Support Strategies, emphasizes the integral role of assessments and personalized support in fostering student achievement and guiding instructional improvement within the National Learning Camp (NLC). Several key sub-themes emerged from the analysis, including formative assessments, pre- and post-assessments, informal and holistic evaluation, feedback and one-on-one support, tracking for future instruction, and subject focus and concentration. Formative assessments, such as quizzes, oral recitations, and class participation, were commonly used by teachers to track student progress and ensure continuous engagement. Pre- and post-assessments were also utilized to measure student growth and evaluate the effectiveness of the NLC, confirming the value of diagnostic and summative testing in assessing program impact. Beyond academic performance, teachers employed informal, holistic evaluation methods, including monitoring student behavior, confidence, and participation, which reflects a growing trend toward addressing emotional and social development alongside academic progress. Feedback and individualized support were also pivotal, with teachers offering personalized feedback and one-on-one tutoring to address learning gaps and boost student motivation.

Table 18: Emerging Theme on Enhancing Student Learning through Targeted Assessment and Support Strategies

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Formative Assessments	Daily assessments, short quizzes, oral recitation, performance tasks, class participation	TP1, TP3, TP4, TP6, TP7, TP8	<p>"I used formative and summative assessment. There were tests... after every lesson."</p> <p>"...assessing whether the learners were able to answer... and how they reasoned out..."</p> <p>"...daily formative assessments. Quick verbal quizzes and student reflection activities..."</p> <p>"...brief, on-the-spot assessments such as short quizzes, oral reading checks, and group work..."</p> <p>"...formative assessment... short quizzes, oral recitation, performance..."</p> <p>"I use formative assessments... short quizzes, performance tasks, and class participation."</p>	Teachers commonly use formative assessments like quizzes, class participation, and daily checks to monitor ongoing student progress and engagement.
Pre- and Post-Assessments	Diagnostic and summative testing at beginning and end of camp, Standard tools from DepEd like test templates, assessment forms	TP4, TP6, TP7	<p>"...pre- and post-tests and daily formative assessments..."</p> <p>"...pretest... at the beginning... after-assessment at the end of the camp..."</p> <p>"...pre- and post-assessments were also provided by DepEd."</p>	Pre- and post-assessments are used to gauge learner growth and evaluate the effectiveness of the NLC intervention.
Informal and Holistic Evaluation	Observations, behavior monitoring, self-esteem, confidence, participation	TP6, TP7, TP8	<p>"...focus on... academic development but also... how they were participating..."</p> <p>"...monitor sheets monitor participation, assess behavior,</p>	Teachers use informal, observational, and holistic measures such as

			and confidence in class...” “...listen to how students express their ideas and apply what they've learned.”	confidence, participation, and communication to assess overall learning.
Feedback and One-on-One Support	Individualized feedback, tutoring, mentoring	TP4, TP6	“...individualized feedback to help learners recognize their strengths and areas for improvement.” “...offered one-on-one tutoring and informal assessments...”	Personalized feedback and individual support are critical in addressing diverse learner needs and promoting meaningful learning.
Tracking for Future Instruction	Monitoring for instructional planning in regular classes	TP7	“...I make my own monitoring... I will use this as my basis... if I can still handle them in the regular class...”	Assessment results from NLC are sometimes used to guide instruction and placement decisions for the upcoming academic year.
Subject Focus and Concentration	Fewer subjects improve learning outcomes	TP2, TP5	“...students learn a lot during NLC because they are just focused on three major subjects.” (TP2 & TP5)	Narrowing down subjects during NLC improves focus and depth of learning, aiding better assessment and understanding.

The emerging themes from teacher interviews demonstrate a rich, multi-layered approach to assessment within the National Learning Camp. Teachers use a blend of formal and informal assessments, personalized feedback, and subject-focused strategies to monitor and enhance student learning. These practices align well with current pedagogical literature, highlighting how well-structured assessment strategies can lead to improved learning outcomes, deeper student engagement, and more informed instructional planning.



Figure 18. Thematic Map showing the Enhancing Student Learning through Targeted Assessment and Support Strategies

The theme Enhancing Student Learning through Targeted Assessment and Support Strategies illustrates the pivotal role of intentional and adaptive assessment practices in optimizing student learning during the National Learning Camp (NLC). The integration of formative assessments, such as daily quizzes, oral recitations, and class tasks, reflects best practices in providing timely feedback and promoting continuous student engagement (Wiliam, 2016; Ruiz-Primo, 2020). The use of pre- and post-assessments aligns with research supporting diagnostic and summative tools to measure learning growth and inform program effectiveness (Black & Wiliam, 2018; DepEd, 2023). Moreover, informal and holistic evaluation methods—such as behavior monitoring, self-confidence tracking, and participation observation—mirror contemporary shifts toward whole-child assessment models that encompass socio-emotional development alongside cognitive progress (Darling-Hammond & Adamson, 2017; Alibudbud, 2021). Personalized feedback and one-on-one support echo literature emphasizing the value of formative guidance in addressing learning gaps, fostering motivation, and cultivating learner autonomy (Brookhart, 2017; van der Kleij et al., 2019). In addition, the strategic use of assessment data for future instruction supports responsive teaching, where data-driven planning helps tailor learning pathways to student needs (Heritage, 2018; Abao et al., 2022). Concentrating on core subjects during NLC sessions also aligns with studies showing that narrowed curricular focus enhances depth of learning and allows for more meaningful assessment opportunities (Reyes & Laroza, 2023). Collectively, these practices affirm the role of targeted assessment and support strategies in enriching instructional responsiveness and student learning within the NLC framework.

Fostering Holistic Learner Growth through Personalized and Engaging Educational Interventions

The emerging theme, Fostering Holistic Learner Growth through Personalized and Engaging Educational Interventions, highlights the transformative impact of the National Learning Camp (NLC) on student development across cognitive, behavioral, and emotional domains. Several key sub-themes emerged, including improved student performance, increased student engagement, enhanced confidence and motivation, repetition and reinforcement of lessons, differentiated learning pace and support, and a positive shift in attitude toward learning. A significant finding was the improved student performance, where students exhibited measurable gains in literacy, numeracy, and retention. Teachers noted improvements in problem-solving abilities and overall academic outcomes, reinforcing the cognitive benefits of the NLC. Increased student engagement was another prominent theme, with students showing greater participation and collaboration, demonstrating a shift from passive to active learning. This increase in engagement was linked to the NLC's interactive and student-centered methods. Enhanced confidence and motivation were also notable, as students who were once shy or disengaged became more confident and motivated to learn, reflecting an improvement in their emotional and social development. Additionally, repetition and reinforcement of lessons played a key role in solidifying learning, as revisiting previously taught material during the NLC helped deepen student understanding and retention. The Differentiated Learning Pace and Support theme emphasized the importance of allowing students to learn at their own pace, providing personalized learning experiences that catered to individual needs and abilities. Finally, a positive shift in attitude toward learning was observed, with students becoming more curious, collaborative, and eager to attend school, showing a significant improvement in their overall approach to education.

Table 19: Emerging Theme on Fostering Holistic Learner Growth through Personalized and Engaging Educational Interventions

Emerging Themes	Included Codes	Participant References	Significant Statements (Original)	Formulated Meaning
Improved Student Performance	Increased test scores, enhanced academic skills, better retention	TP1, TP3, TP4, TP6, TP7, TP8	<p>“There was an improved performance after the implementation of the program.”</p> <p>“...students’ performance somehow increased...”</p>	NLC contributed to academic improvement in literacy, numeracy, and overall learning outcomes among students.

			<p>“...literacy and numeracy skills improved significantly...” “...reading and computational abilities got better...”</p> <p>“A little bit of improvement in their performance.”</p> <p>“...improved retention, better problem-solving...”</p>	
Increased Student Engagement	More active participation, class involvement, peer collaboration	TP1, TP4, TP6, TP8	<p>“...caught their attention and interest and made the process interactive and engaging.”</p> <p>“...more confident and participative during lessons.”</p> <p>“...began volunteering to answer and asking questions with no inhibitions.”</p> <p>“...more collaborative behavior...”</p>	NLC encouraged active engagement and participation through interactive methods and collaborative activities.
Enhanced Confidence and Motivation	Improved self-esteem, willingness to participate, readiness to learn	TP4, TP6, TP7	<p>“...students become more confident...” “...shy and struggling kids... become more engaged and confident...” “...improve shyness to, like, confidence...”</p>	Students developed greater confidence and a positive attitude towards learning as a result of the NLC program.
Repetition and Reinforcement of Lessons	Review of previous lessons, practice-based learning	TP3	<p>“...lessons discussed... in regular sessions were discussed again during NLC...”</p>	Revisiting prior lessons during NLC helped reinforce learning and deepen understanding.
Differentiated Learning Pace and Support	Giving time to learn at own pace, personalized learning	TP7	<p>“...give them time to learn at their own pace... there is a change... the consequence varies.”</p>	Flexibility in pacing allowed students to learn more effectively based on their individual needs and abilities.
Positive Shift in Attitude Toward Learning	Students looking forward to classes, enjoyment of learning	TP6, TP8	<p>“...they developed a more positive approach to learning.”</p> <p>“...their curiosity increased, and so did their willingness to help peers.”</p>	The NLC fostered a more positive attitude, with students becoming curious, collaborative, and more eager to attend school.

The emerging themes reveal that the NLC not only improved academic performance but also strengthened learner confidence, engagement, and attitudes toward education. Teachers recognized the value of repetitive instruction, personalized pacing, and motivational strategies as key components of the camp’s success. These

findings affirm that educational interventions like the NLC, when designed with holistic learner development in mind, can produce measurable and meaningful improvements in student outcomes.



Figure 19. Thematic Map showing Fostering Holistic Learner Growth through Personalized and Engaging Educational Interventions

The emerging theme, Fostering Holistic Learner Growth through Personalized and Engaging Educational Interventions, aligns strongly with contemporary literature emphasizing the multifaceted nature of student development. Research indicates that educational programs that address not only cognitive but also behavioral and emotional dimensions of learning significantly enhance student outcomes (Darling-Hammond et al., 2019; Alibudbud, 2021). The NLC's impact on improved academic performance mirrors findings that structured remediation and practice-based instruction boost literacy and numeracy outcomes, particularly when coupled with repeated exposure to key content (Cervetti & Pearson, 2017; Reyes & Laroza, 2023). Similarly, increased student engagement through interactive and student-centered pedagogies reflects evidence that active learning promotes deeper cognitive processing and collaboration (Fredricks et al., 2019; Lim & Tan, 2020). The observed rise in confidence and motivation corresponds with studies showing that when students experience success and personalized support, they develop stronger self-efficacy and willingness to participate (Ryan & Deci, 2020; Brookhart, 2017). Repetition and reinforcement strategies also align with mastery learning models, which emphasize retrieval, spaced practice, and iterative exposure to concepts (Pashler et al., 2017; DepEd, 2023). Moreover, differentiated learning pace and support are consistent with the principles of Universal Design for Learning, which advocate flexible approaches to accommodate learner variability (CAST, 2018; Abao et al., 2022). Lastly, the positive shift in student attitudes toward learning reinforces the idea that emotionally supportive, engaging environments foster curiosity and a lifelong love for learning (Zins et al., 2021). Collectively, these findings affirm that the NLC's learner-centered and holistic interventions can foster significant, multidimensional growth among students.

Enhancing Educational Effectiveness through Contextualized Support and Interactive Approaches

The emerging theme of enhancing educational effectiveness through contextualized support and interactive approaches highlights the significance of tailoring educational practices to students' needs and environments while ensuring teachers have the necessary support and resources. The emerging sub-themes include contextualized learning, interactive learning materials, support for teachers, and monitoring and evaluation, each of which plays a crucial role in improving the National Learning Camp (NLC). Contextualized learning was identified as essential for making lessons more relatable and engaging for students. Teachers emphasized the importance of designing modules that reflect local environments and incorporate familiar cultural examples.

This approach enhances students' understanding and motivation by connecting academic content to their real-life experiences, supporting constructivist learning theories that advocate for learning in context. Interactive learning materials were another critical component, with teachers advocating for more dynamic and engaging resources, such as game-based activities and multimedia tools. These materials, along with incentives for both students and teachers, help maintain student interest and promote active participation. The use of gamification and interactive elements aligns with research showing their positive impact on motivation and engagement in educational settings. Support for teachers was recognized as vital for ensuring effective implementation of the NLC. Teachers called for more professional development opportunities, focusing on the challenges they face in the program. Collaborative efforts and expert guidance were also highlighted as essential for improving instructional quality and building teacher confidence and effectiveness. Finally, monitoring and evaluation emerged as a critical strategy for continuous improvement. Teachers suggested implementing structured feedback and evaluation systems to track student progress and program effectiveness. Regular monitoring helps identify areas for enhancement and ensures that the program remains aligned with its goals.

Table 20: Emerging Theme on Enhancing Educational Effectiveness through Contextualized Support and Interactive Approaches

Emerging Themes	Included Codes	Participant References	Significant Statements (Original Statement of the Participants)	Formulated Meaning Based on the Data
Contextualized Learning	Module contextualization, Relatable lessons, Local examples	Teacher Participant 1	"I would suggest that the modules should be contextualized. Activities should be designed as if learners find it enjoying and engaging. In other words, it should be game-based."	Contextualizing the modules to reflect the local environment and making activities more engaging, like using games, can improve learner participation and interest.
		Teacher Participant 8	"From my perspective, module contextualization is key; lessons should reflect the students' environment and experiences to make learning more relatable. The inclusion of local games, stories, and examples can make a big difference in understanding."	Tailoring modules to the students' context, using local examples and stories, makes the learning experience more relatable and enhances engagement.
Interactive Learning Materials	Interactive materials, Engagement, Budget for resources	Teacher Participant 2	"Provide more interactive learning materials, provide a budget for incentives, and create a monitoring and evaluation system for NLC."	Providing more engaging learning materials and allocating a budget for incentives would make the NLC more interactive and motivating for students.
		Teacher Participant 4	"I suggest providing more incentives or recognition programs to encourage student participation and attendance. Allocating more learning materials and expanding training	Adding more incentives, learning materials, and teacher training would enhance participation and the overall effectiveness of NLC.

			opportunities for teachers would also strengthen implementation."	
		Teacher Participant 5	"Provide more interactive learning materials, provide a budget for incentives and create a monitoring and evaluation system for NLC."	Providing more resources, incentives, and an evaluation system would create a more structured and motivating learning environment.
		Teacher Participant 6	"You might foster participation and morale with some sort of incentives for both students and teachers."	Incentives for both students and teachers would encourage morale and participation, creating a more positive and productive learning atmosphere.
Support for Teachers	Teacher support, Training, Collaboration	Teacher Participant 4	"Allocating more learning materials and expanding training opportunities for teachers would also strengthen implementation."	Offering additional resources and training for teachers would improve the quality of instruction and NLC implementation.
		Teacher Participant 6	"Formal training that covers the actual challenges faced by teachers during NLC would also be highly beneficial."	Providing specific training for teachers to address NLC challenges would increase their effectiveness and help them adapt better to the program's demands.
		Teacher Participant 7	"Teachers then provide quality standard. Time for collaboration among teachers, even collaborative experts."	Allowing teachers time for collaboration and providing expert guidance would improve the quality of teaching and the overall NLC experience.
Monitoring and Evaluation	Monitoring, Evaluation system, Feedback	Teacher Participant 2	"Create a monitoring and evaluation system for NLC."	Implementing a structured monitoring and evaluation system will allow for better tracking of progress and improvement of the NLC program.
		Teacher Participant 4	"Gathering regular feedback from both teachers and students can help fine-tune the program."	Regular feedback from both teachers and students will help identify areas for improvement and ensure the program meets the needs of all participants.

The emerging themes from teacher responses reflect a shared understanding that for the NLC to be more effective, it must prioritize relevance, engagement, capacity building, and responsiveness. These findings suggest that integrating local context into lesson design, investing in interactive materials and incentives, empowering teachers through targeted support, and implementing consistent monitoring practices are crucial elements for the success of the program.



Figure 20. Thematic Map showing Enhancing Educational Effectiveness through Contextualized Support and Interactive Approaches

The theme Enhancing Educational Effectiveness through Contextualized Support and Interactive Approaches underscores the importance of designing learning interventions that are relevant, responsive, and supportive to both students and teachers. Contextualized learning, which involves adapting content to reflect learners' local culture, environment, and real-life experiences, has been shown to increase motivation and comprehension by bridging the gap between academic content and students' lived realities (Brillantes & Resurreccion, 2018; Magsambol, 2021). This supports constructivist theories of learning, which posit that knowledge is better constructed when it is situated within familiar contexts (Rule, 2017). Interactive learning materials—such as game-based tasks, multimedia resources, and visual tools—were also emphasized, aligning with studies showing that interactivity fosters deeper engagement, sustained attention, and stronger retention (Kim et al., 2020; Garcia & Lagao, 2023). The integration of gamification and digital tools into instruction has been found particularly effective in enhancing participation and motivation in basic education (Flores et al., 2022). Equally important is support for teachers, who require continuous professional development, collaboration time, and access to instructional materials to effectively implement interventions like the NLC (Manzon & Bautista, 2021; Ocampo et al., 2024). Empowering educators through needs-based training improves their instructional confidence and promotes program fidelity (Darling-Hammond et al., 2017). Finally, structured monitoring and evaluation systems are vital to ensure the quality and impact of educational programs. Feedback loops, data-driven adjustments, and formative evaluations help sustain improvements and respond to emerging challenges (OECD, 2020; DepEd, 2023). These elements—contextualization, interactivity, teacher empowerment, and evaluation—form a cohesive strategy for enhancing both the effectiveness and sustainability of the NLC.

Cross-Case Analysis

This cross-case analysis examines and compares the thematic perspectives of students and teachers regarding the implementation and experience of the National Learning Camp (NLC). By aligning student and teacher responses across key thematic areas—such as understanding of objectives, learning experiences, skill development, instructional engagement, and challenges—this analysis provides a holistic view of how both

stakeholder groups perceive the effectiveness and areas for improvement in the NLC. Through identifying shared experiences and differing perspectives, the findings aim to inform more responsive and cohesive educational planning, emphasizing the importance of both learner engagement and instructional support in achieving the NLC's goals.

Table 1: Cross-Case Analysis: Student and Teacher Themes in the NLC

Theme Area	Student Themes	Teacher Themes	Comparative Insights	Aligned Theories
Understanding of NLC Objectives	Progressive understanding, functional awareness, clarity of purpose	Clear purpose, bridging gaps, strengthening skills, teacher development	Both recognize the NLC's goal to improve student outcomes; students focus on understanding benefits, while teachers see the broader vision of systemic support and development.	Goal Orientation Theory – understanding goals increases motivation (Locke & Latham, 2002); Systems Theory in Education – learning as part of a larger, interconnected structure (von Bertalanffy, 1968).
Learning Experience	Enriching, emotionally positive, supportive, new environment	Structured, differentiated, collaborative, guideline-aligned	Students appreciate the novelty and support, while teachers highlight the structured planning and alignment with DepEd mandates; both see value in a well-organized and supportive environment.	Constructivist Learning Theory – learners construct meaning through experiences (Piaget, 1973); Experiential Learning Theory – knowledge created through reflection on structured activities (Kolb, 1984).
Skills Development	Literacy, numeracy, scientific reasoning improvement, confidence building	Improved student performance, differentiated learning pace, reinforced concepts	Both report academic gains and boosted confidence, confirming that NLC interventions positively affect foundational skills.	Zone of Proximal Development (ZPD) – learning is enhanced with scaffolded support (Vygotsky, 1978); Self-Efficacy Theory – belief in abilities enhances performance (Bandura, 1997).
Comparison to Regular Classes	Simplified, focused, supportive environment; preference for some traditional methods	Use of differentiated instruction, constructivist approaches, more flexibility than regular classes	Students enjoy the relaxed, focused NLC setting, while teachers leverage instructional flexibility; both favor NLC's adaptable structure over rigid regular classes.	Differentiated Instruction Theory – tailoring instruction to learners' needs (Tomlinson, 2001); Constructivism – flexible, learner-centered approaches (Bruner, 1966).
Engagement Strategies	Interactive, visual, teacher-guided,	Game-based, inquiry-based, technology-integrated,	Strong alignment: both value interactive and engaging instruction;	Multiple Intelligences Theory – addressing varied learning styles (Gardner, 1983); Cognitive Load Theory

	multisensory learning	contextualized materials	teachers apply what students find effective.	– instructional design should ease memory processing (Sweller, 1988).
Challenges	Personal constraints, pacing issues, distractions	Decreasing attendance, implementation issues	Students struggle with internal and environmental barriers	Ecological Systems Theory – learning shaped by multiple environmental systems (Bronfenbrenner, 1979); Self-Determination Theory – motivation affected by autonomy, competence, relatedness (Deci & Ryan, 1985).

The implementation of the National Learning Camp (NLC) was viewed positively by both students and teachers, though their perspectives diverged in scope and focus. Across the theme areas, meaningful insights emerged, highlighting shared affirmations, distinct roles, and nuanced challenges.

Understanding of NLC Objectives

Students demonstrated a growing awareness of the NLC's goals, often expressing how the program helped them "catch up with lessons" or "understand better than before." One student shared, "I now see why we need the camp—it's not just extra classes; it helps me focus on what I missed" (Participant S3). Teachers, meanwhile, highlighted a broader perspective. A teacher noted, "The NLC is not just for remediation. It's about bridging gaps and supporting teacher growth, too" (Participant T1).

This dual perspective aligns with Goal Orientation Theory (Locke & Latham, 2002), which posits that clear, purposeful goals enhance motivation and engagement. Moreover, Systems Theory (von Bertalanffy, 1968) reinforces how educational programs like NLC operate within a network of interdependent systems—students, teachers, policies, and outcomes. This understanding validates the NLC's broader aim to sustain systemic improvement across the learning ecosystem.

Recent studies (e.g., Dizon et al., 2021) affirm that clarity of program goals enhances student motivation and teacher ownership, making this alignment a key indicator of successful program implementation.

Learning Experience

Students described the NLC environment as "fresh, fun, and supportive," emphasizing emotional safety and teacher guidance. A student said, "It felt different, like the teachers really had time for us" (Participant S7). Teachers, on the other hand, pointed to structure, differentiation, and DepEd-aligned planning. "We followed clear modules but adapted them for each group," remarked one educator (Participant T3).

These reflections mirror Constructivist Learning Theory (Piaget, 1973), where knowledge is co-constructed through experience, and Experiential Learning Theory (Kolb, 1984), which emphasizes reflective, hands-on activities. Contemporary research supports this: learners in emotionally safe and engaging environments show higher retention and cognitive flexibility (Perez & Marasigan, 2019; Bautista & Ramos, 2023).

This theme affirms that well-organized, emotionally positive environments are essential to program success—strengthening both student perception and teaching practice.

Skills Development

Many students recognized gains in foundational skills, particularly in reading and math. One student shared, "I can now solve problems faster and I feel more confident answering" (Participant S4). Teachers corroborated this

with comments such as, “We saw improvement in fluency and numeracy, especially when using peer tasks and drills” (Participant T5).

This resonates with Vygotsky’s Zone of Proximal Development (ZPD) (1978), which emphasizes learning through scaffolded support, and Bandura’s Self-Efficacy Theory (1997), highlighting the role of confidence in achievement. According to recent literature, scaffolded interventions like NLC increase both skill mastery and student engagement (Lansangan & Reluya, 2020).

The alignment here reinforces that structured, skill-oriented camps have a measurable impact on both learning and confidence—important in reducing learning gaps caused by the pandemic.

Comparison to Regular Classes

Students often remarked that NLC was “less strict,” “more focused,” and “more helpful” than regular classes. “We don’t feel rushed like in the normal classroom,” said Participant S6. Teachers highlighted how differentiated instruction and instructional flexibility made learning more effective: “We could adjust based on how students responded, which we can’t always do in regular classes” (Participant T2).

These responses align with Differentiated Instruction Theory (Tomlinson, 2001) and Constructivist approaches (Bruner, 1966), which support adaptive learning environments (e.g., Lorenzo & Yap, 2020; Magsaysay, 2023) affirm that flexible, student-centered methods outperform rigid traditional approaches, especially in post-pandemic learning recovery efforts.

This comparison highlights NLC’s innovation as a more responsive educational alternative to the standard classroom model.

Engagement Strategies

Students appreciated interactive, visual, and multisensory learning, while teachers confirmed the use of game-based, inquiry, and tech-enhanced strategies. One student reflected, “I liked the videos and group games—it helped me understand the topic better” (Participant S9). A teacher noted, “We used apps, games, and visuals to make lessons more relatable” (Participant T4).

Such methods align with Gardner’s Multiple Intelligences Theory (1983), which advocates diverse instructional strategies, and Cognitive Load Theory (Sweller, 1988), which promotes designs that optimize cognitive processing. Recent literature (Delos Reyes & Santos, 2021; Alvarado et al., 2024) supports these strategies as highly effective in maintaining student interest and deepening understanding.

The consensus here shows that when learners are actively engaged, their comprehension and enthusiasm increase—validating the design of NLC activities.

Challenges

Students cited issues like home distractions, mental fatigue, and transportation. One said, “Sometimes I can’t come because I have to help at home” (Participant S8). Teachers, meanwhile, expressed concern over declining attendance and logistical barriers. “Many students stopped coming midway due to family or scheduling conflicts” (Participant T6).

These insights are supported by Ecological Systems Theory (Bronfenbrenner, 1979), which contextualizes learning within a web of home, school, and community influences, and Self-Determination Theory (Deci & Ryan, 1985), which explains that autonomy, connection, and support are crucial for motivation. Current studies (Villanueva et al., 2022; Garcia & Ong, 2023) echo that socioeconomic and family responsibilities often interfere with program participation, highlighting areas needing policy and logistical improvements.

The cross-case analysis demonstrates both alignment and divergence in student and teacher experiences of the National Learning Camp. Shared appreciation for the program’s supportive environment, skill-building value,

and engaging methods suggests that the NLC is meeting its core objectives. However, contrasting perspectives on challenges point to areas requiring contextual responsiveness and system-level support.

Findings suggest the need for continued investment in contextualized materials, teacher training, and flexible delivery structures. Addressing barriers such as attendance and home responsibilities requires community-based solutions and parental engagement strategies. Ultimately, strengthening both the instructional and socio-emotional aspects of NLC implementation will help bridge gaps and enhance long-term educational outcomes.

SUMMARY OF FINDINGS

The following are the summary of findings based on results of the cross-case analysis of the study:

1. The cross-case analysis of student and teacher perspectives on the National Learning Camp (NLC) highlights several key themes that shape their experiences and perceptions. The overall theme emphasizes the alignment and divergence in the educational experiences of both groups, with a shared commitment to improving learning outcomes, while also acknowledging different areas of focus and challenge.
2. Understanding of NLC Objectives: Both students and teachers recognized the program's goal of enhancing learning outcomes. Students described a growing understanding of how the NLC benefited their skills, particularly in subjects like math and reading, while teachers framed the NLC as a means to bridge educational gaps and refine teaching strategies for diverse learners. This reflects a shared understanding but differs in the depth of perspective, with teachers seeing it as a broader systemic effort.
3. Learning Experience: Students found the NLC to be enriching and emotionally positive, appreciating the relaxed environment and teacher support. In contrast, teachers emphasized the structured, differentiated, and guideline-aligned approach to their instructional methods. Despite these differences, both groups valued the supportive and well-organized nature of the NLC environment, which was conducive to learning.
4. Skills Development: Both students and teachers observed significant improvements in core academic skills, such as literacy, numeracy, and scientific reasoning. Students felt more confident in answering questions, while teachers noted increased performance and reinforced concepts. This alignment underscores the NLC's effectiveness in fostering foundational skills and boosting student confidence.
5. Comparison to Regular Classes: Students preferred the simplified and supportive environment of the NLC, though some still expressed a desire for regular classes and peer interactions. Teachers, on the other hand, valued the flexibility of NLC instruction, which allowed them to use differentiated and constructivist approaches. This contrast highlights the NLC's departure from traditional teaching methods, offering a more adaptable learning experience.
6. Engagement Strategies: Both groups strongly endorsed the use of interactive and multisensory learning strategies, including games, visuals, and technology. Students emphasized how such methods enhanced their ability to retain information, while teachers applied these strategies to ensure student engagement. This alignment supports the notion that interactive, engaging methods are key to effective learning.
7. Challenges: Students faced personal constraints, distractions, and pacing issues, which sometimes hindered their participation. Teachers, in contrast, highlighted challenges with student attendance and maintaining consistent participation. These differing perspectives reveal the need for addressing socio-contextual barriers to ensure full student engagement.

CONCLUSIONS

The following are the conclusions based on results of the study:

1. The National Learning Camp (NLC) is perceived positively by both students and teachers for its impact on learning outcomes, particularly in enhancing literacy, numeracy, and scientific reasoning skills.
2. Both groups share a common understanding of the NLC's goals, though their perspectives differ in

focus—students highlighting the emotional and experiential aspects, and teachers emphasizing instructional methods and systemic goals.

3. The NLC's supportive, differentiated, and interactive learning environment is appreciated by both students and teachers, contributing to improved academic confidence and engagement.
4. Despite the program's strengths, challenges remain, including inconsistent student attendance, personal constraints, and external distractions that affect participation and effectiveness.
5. These findings suggest the need for sustained improvements in program flexibility, teacher support, and systemic interventions to ensure the long-term success and scalability of the NLC.

RECOMMENDATIONS

The following are the recommendations based on results of the study:

1. Enhance Program Flexibility and Accessibility. Provide alternative schedules, logistical support (e.g., transportation, meals), and individualized accommodations to address students' socio-contextual barriers.
2. Strengthen Teacher Capacity and Support. Conduct regular training on differentiated instruction, interactive strategies, game-based learning and technology integration to improve instructional quality.
3. Improve Communication and Collaboration. Promote active communication among students, parents, and teachers to reinforce understanding of the NLC's purpose and to encourage consistent participation.
4. Monitor and Evaluate Program Implementation. Establish feedback systems involving students and teachers to assess the effectiveness of teaching strategies and engagement methods, and use findings for continuous program improvement.
5. Promote Student Agency and Motivation. Engage students in decision-making processes and incorporate more peer interaction and learner-driven activities to increase motivation and ownership of learning.
6. Sustain the Positive Learning Environment. Institutionalize successful elements of the NLC such as relaxed class structures, multisensory strategies, and supportive teacher-student interactions.

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