



Implementation and Effectiveness of National Learning Camp (NLC): Their Influence on Learners' Performance

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Abstract

This descriptive-correlational study explored the implementation and effectiveness of the National Learning Camp (NLC) and their influence on learners' performance in the Schools Division of Iloilo, Philippines, for the academic year 2023–2024. The study involved 347 randomly selected secondary teachers specializing in English, Mathematics, and Science who volunteered in the NLC. Respondents were classified by educational attainment, position, specialization, school size, and congressional district. The independent variables were the implementation and effectiveness of the NLC, while the dependent variable was learners' performance, measured through achievement test scores in the identified subjects. The research utilized a survey instrument adapted from the Department of Education's Monitoring and Evaluation Tool specified in DepEd Order No. 14, series 2023. Statistical analyses included frequency, mean, t-test, analysis of variance, and multiple regression, with a significance level set at 0.05. Findings revealed that the NLC was largely implemented and had a high level of effectiveness. Significant differences were noted in the implementation and effectiveness of the NLC based on teacher specialization and school size. However, no significant differences in learners' performance were found when classified by the same variables. The extent of implementation and level of effectiveness of the NLC were found to significantly influence learners' performance. The results underscore the importance of structured implementation and resource optimization in educational interventions to enhance student outcomes. The findings provide valuable insights for policymakers, educators, and stakeholders in refining and sustaining effective learning recovery programs.

Keywords: National Learning Camp, Implementation, Effectiveness, Learners' Performance, Educational Recovery Programs

1. Introduction

Background of the Study

The COVID-19 pandemic posed significant challenges to education systems worldwide, particularly in developing countries such as the Philippines, where existing disparities in access to quality education were exacerbated (Tria, 2020). Despite efforts like the Basic Education Learning Continuity Plan, many learners, especially those in remote areas, encountered difficulties in maintaining educational progress. These disruptions resulted in notable learning gaps across various subject areas, as evidenced by national achievement tests (NATs) and international large-scale assessments (ILSAs) (Department of Education [DepEd], 2023). To address these gaps, the Department of Education launched the National Learning Camp (NLC) as part of the broader National Learning Recovery Program (NLRP), outlined in DepEd Order No. 14, s. 2023. This voluntary learning recovery initiative, implemented during the end-of-school-year break, aims to support learners in bridging learning deficits caused by the pandemic. Specifically, the NLC provides tailored interventions categorized into three camps: the Enhancement Camp for advanced learners, the Consolidation Camp for learners needing additional practice, and the Intervention Camp for those struggling with foundational competencies in English, Science, and Mathematics (DepEd, 2023). The program also emphasizes

improving teacher capacity, recognizing that quality teaching is critical to student achievement (DepEd, 2017). Guided by the principles of inclusive and rigorous teaching, the NLC seeks to motivate learners, enhance foundational skills, and address learning gaps systematically. However, despite its potential, questions remain about its implementation and effectiveness, especially in achieving its objectives and improving learners' academic performance. This study explores the implementation and effectiveness of the NLC in the Schools Division of Iloilo, Philippines, and examines its influence on learners' performance. Findings from this research aim to provide data-driven insights to refine the NLC and inform future learning recovery initiatives. Recent studies underscore the importance of such programs in mitigating learning loss and fostering academic resilience among learners in post-pandemic contexts (Richmond, 2020; Tadese et al., 2022).

Rationale

The implementation of the NLC is a timely response to the challenges posed by the pandemic-induced learning crisis. However, as a newly launched initiative, its effectiveness and potential impact on learners' performance remain underexplored. Evaluating the program can provide data-driven insights for its improvement and serve as a basis for similar initiatives aimed at addressing educational challenges in the Philippines and other developing countries. The study's findings will help DepEd, and other stakeholders refine the NLC's design, ensuring it meets its objectives and provides maximum benefit to both learners and educators.

Aim of the Study

This study aims to determine the extent of implementation and level of effectiveness of the National Learning Camp (NLC) and their influence on learners' performance in the Schools Division of Iloilo, Philippines, during the academic year 2023–2024. The findings aim to provide actionable recommendations for enhancing the program's structure, delivery, and outcomes.

Research Questions

1. What is the extent of implementation of the National Learning Camp as assessed by the respondents when taken as a whole and when classified according to:
 - Educational attainment,
 - Position,
 - Specialization,
 - School size, and
 - Congressional district?
2. What is the level of effectiveness of the National Learning Camp as assessed by the respondents when taken as a whole and when classified according to the same variables?
3. What is the learners' performance as assessed by the respondents when taken as a whole and when classified according to the same variables?
4. Are there significant differences in the extent of implementation of the National Learning Camp based on the classifications?
5. Are there significant differences in the level of effectiveness of the National Learning Camp based on the classifications?
6. Are there significant differences in learners' performance based on the classifications?
7. Do the implementation and effectiveness of the National Learning Camp significantly influence learners' performance?

Hypotheses

1. There are no significant differences in the extent of implementation of the National Learning Camp as assessed by respondents when classified by:
 - Educational attainment,
 - Position,
 - Specialization,
 - School size, and
 - Congressional district.

2. There are no significant differences in the level of effectiveness of the National Learning Camp as assessed by respondents when classified by the same variables.
3. There are no significant differences in learners' performance as assessed by respondents when classified by the same variables.
4. The extent of implementation and level of effectiveness of the National Learning Camp do not significantly influence learners' performance.

Conceptual Framework

This study investigates the implementation and effectiveness of the National Learning Camp (NLC) and their influence on learners' performance. The framework is grounded in the idea that well-implemented and effective educational programs can significantly improve student outcomes. The **independent variables** in this study are the **extent of implementation** and **level of effectiveness** of the NLC. The **dependent variable** is the learners' performance, measured through their scores on achievement tests in English, Science, and Mathematics. Additionally, the **profile of respondents** (educational attainment, position, specialization, school size, and congressional district) serves as moderating variables that may influence the relationship between the independent and dependent variables.

Conceptual Framework: Interrelationships of Variables

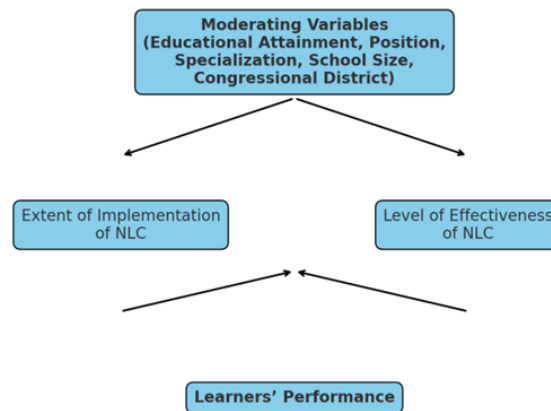


Figure 1. Schematic Diagram

Figure 1 presents the conceptual framework of the study, emphasizing the relationships among the moderating, independent, and dependent variables. At the top of the framework, the moderating variables include educational attainment, position, specialization, school size, and congressional district. These variables are hypothesized to influence the interaction between the independent and dependent variables by potentially modifying their effects. For example, differences in teachers' qualifications or the size of their schools may shape how the implementation and effectiveness of the National Learning Camp (NLC) influence learners' performance.

The independent variables in the framework consist of two key components: the extent of implementation of the NLC and the level of its effectiveness. The extent of implementation refers to how well the NLC is carried out in accordance with established guidelines and objectives. This variable captures the degree to which the program is executed as intended in different contexts. The level of effectiveness, on the other hand, measures how successfully the NLC achieves its primary goals, such as enhancing learners' foundational knowledge, addressing learning gaps, and improving teaching strategies.

These independent variables are directly connected to the dependent variable, which is learners' performance. This variable is operationalized through learners' achievement test scores in core subject areas, including English, Science, and Mathematics. The framework suggests that better implementation and higher effectiveness of the NLC will result in improved academic performance among learners.

The moderating variables, placed above the independent variables in the framework, are expected to influence the strength or direction of the relationship between the independent and dependent variables. For instance, teachers' educational attainment and specialization might affect their ability to implement the program effectively, while school size and congressional district could shape access to resources and program execution.

Overall, this conceptual framework provides a structured approach to exploring the dynamics between the implementation of the NLC, its effectiveness, and learners' performance. By considering the moderating variables, the framework underscores the importance of contextual factors in determining the success of educational interventions like the NLC. It serves as a guide for understanding how the program's design and delivery influence its outcomes and offers insights for enhancing future learning recovery initiatives.

2. Literature Review

National Learning Camp and Educational Recovery Programs

The National Learning Camp (NLC) is a key initiative by the Department of Education (DepEd) in the Philippines aimed at addressing learning gaps caused by disruptions in education, particularly those arising from the COVID-19 pandemic. Globally, similar programs have been implemented to support students in recovering from pandemic-induced learning losses. Studies emphasize that structured recovery initiatives significantly improve student learning outcomes when tailored to address specific needs (World Bank, 2022; OECD, 2021). The NLC aligns with global best practices by offering targeted interventions, including enhancement, consolidation, and intervention camps for learners with varying academic needs (DepEd, 2023). Research suggests that programs focusing on remediation and consolidation of foundational skills, particularly in English, Science, and Mathematics, are critical in mitigating the effects of learning disruptions (UNICEF, 2022). The NLC adopts this approach by providing intensive, targeted support during the end-of-school-year break, a period that otherwise risks academic stagnation for struggling learners. This model also aligns with the principle of differentiated instruction, which has been shown to improve learning outcomes by catering to individual student needs (Tomlinson, 2017).

Implementation of Learning Recovery Programs

Successful implementation of learning recovery programs depends on adherence to established guidelines, availability of resources, and active stakeholder participation. According to Richmond (2020), programs that engage teachers, parents, and local communities in their design and execution tend to be more effective in achieving their goals. The NLC incorporates these elements by requiring parental consent and involving teachers in capacity-building activities to enhance their pedagogical strategies (DepEd, 2023). In the Philippine context, the implementation of the NLC is guided by DepEd Order No. 14, s. 2023, which provides a clear framework for rolling out the program. However, initial assessments highlight challenges such as resource limitations, uneven participation across regions, and logistical difficulties in reaching marginalized learners (Senate of the Philippines, 2023). Addressing these challenges is crucial for ensuring equitable access and sustained program effectiveness.

Effectiveness of Learning Recovery Programs

The effectiveness of recovery programs is typically measured through improvements in student performance, as reflected in assessments and grades. Studies on similar initiatives worldwide indicate that programs focusing on foundational skills and teacher capacity-building have the most significant impact on student learning (Tadese et al., 2022; World Bank, 2022). The NLC follows this model by targeting foundational competencies in English, Science, and Mathematics while simultaneously enhancing teacher effectiveness through collaborative sessions and job-embedded learning (DepEd, 2023). Moreover, findings from summer learning programs in developed countries demonstrate the potential for short-term, intensive interventions to produce measurable gains in student performance (Cooper et al., 2020). In Ethiopia, for example, Tadese et al. (2022) identified that targeted academic interventions significantly improved student outcomes, particularly among those from disadvantaged backgrounds.

These findings underscore the potential of the NLC to address educational inequities and enhance academic achievement in the Philippine context.

Learners' Performance and Influencing Factors

Learners' performance is influenced by a combination of program design, implementation fidelity, and contextual factors such as teacher quality and school resources. According to Walberg's (1984) Theory of Educational Productivity, academic achievement is determined by a range of factors, including the quality of instruction, student motivation, and access to educational resources. The NLC operationalizes this theory by focusing on these key areas to improve student outcomes. Recent studies emphasize the importance of teacher capacity in influencing learner performance. Programs that invest in teacher training and professional development yield higher returns in terms of student achievement (OECD, 2021). The NLC addresses this by incorporating collaborative learning and capacity-building sessions for teachers, enabling them to deliver more effective instruction (DepEd, 2023).

Gaps in Literature and Need for Current Study

While existing literature supports the potential effectiveness of learning recovery programs, there is limited empirical research on the implementation and impact of the NLC, as it is a newly introduced initiative. Furthermore, studies on similar programs in the Philippines often focus on general learning outcomes without examining specific interventions or subject areas (Tria, 2020). This study seeks to address these gaps by evaluating the extent of implementation and effectiveness of the NLC and their influence on learners' performance, providing valuable insights for policymakers, educators, and future researchers.

3. Methodology

This study employed a descriptive-correlational research design to examine the extent of implementation and effectiveness of the National Learning Camp (NLC) and their influence on learners' performance in the Schools Division of Iloilo, Philippines, during the academic year 2023–2024. The descriptive aspect aimed to provide a comprehensive account of the NLC's implementation and effectiveness, while the correlational component sought to determine the relationships between these variables and learners' academic performance. The study was conducted among secondary school teachers specializing in English, Mathematics, and Science, as these subjects are central to the NLC. The population consisted of 2,668 secondary school teachers in the Schools Division of Iloilo, and a sample size of 347 teachers was determined using random sampling. The sample included 114 English teachers, 109 Mathematics teachers, and 124 Science teachers. These respondents were further classified based on their educational attainment, position, specialization, school size, and congressional district. This classification allowed the study to assess how demographic and professional characteristics influenced perceptions of the NLC's implementation and effectiveness.

The data collection instrument consisted of a structured questionnaire divided into four parts. The first part gathered demographic data on the respondents' profiles, while the second and third parts focused on assessing the extent of implementation and level of effectiveness of the NLC. These sections were based on the Department of Education's NLC Monitoring and Evaluation Tool outlined in DepEd Order No. 14, series 2023. The fourth part measured learners' performance using test scores from the NLC. The questionnaire underwent content validation by a panel of experts, including professionals in educational management and DepEd officials. A pilot test with 30 teachers who were not part of the main study was conducted, yielding high reliability indices of 0.933 and 0.961 for the extent of implementation and level of effectiveness, respectively, as measured using Cronbach's alpha. The researcher sought permission from the Schools Division Superintendent of Iloilo and the Dean of the Graduate School of Guimaras State University to conduct the study. Letters were also distributed to the secondary school principals to secure approval for administering the questionnaire. Ethical considerations were strictly observed by ensuring the confidentiality of respondents' identities and the voluntary nature of their participation. Once the questionnaires were retrieved, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS) software for analysis.

The study employed both descriptive and inferential statistical tools. Frequency, percentage, and mean were used to analyze the descriptive data, such as the extent of implementation, level of effectiveness, and learners'

performance. For inferential analysis, t-tests for two independent samples and one-way ANOVA were employed to determine significant differences in the variables based on the respondents' profiles. Multiple regression analysis was conducted to examine the influence of the extent of implementation and level of effectiveness on learners' performance. A significance level of 0.05 was used for all inferential tests. The findings were systematically analyzed and presented to provide actionable insights into the implementation and outcomes of the NLC.

4. Results and Discussions

Table 1: Extent of Implementation of NLC (Overall)

Items	Mean	Description
Internal and External Stakeholders are oriented on the conduct of NLC	4.27	Very Great Extent
Advocacy Materials are posted in conspicuous areas	4.05	Great Extent
Involvement/support of stakeholders	4.06	Great Extent
NLC Assessment is periodically conducted	3.75	Great Extent
Conducive classrooms/learning spaces	4.03	Great Extent
Manifestations of inclusive learning	4.13	Great Extent
Safety protocols and well-being provided	4.17	Great Extent
Capacity building for teachers conducted	3.98	Great Extent
Collaborative expertise sessions conducted	4.35	Very Great Extent
Lesson plans provided by Central Office (CO)	4.44	Very Great Extent
Teacher's notes provided by CO	4.46	Very Great Extent
Resource books provided by CO	4.27	Very Great Extent
Technical assistance provided if needed	4.02	Great Extent
Student workbooks provided by CO	4.28	Very Great Extent
Freebies for learners available	3.55	Moderate Extent
Booths for fun-filled educational activities	3.35	Moderate Extent

Table 1 outlines the extent of implementation of the National Learning Camp (NLC) as assessed across 16 specific indicators. Overall, the results reveal that most aspects of the NLC were implemented to a "Great Extent" or "Very Great Extent," demonstrating a strong adherence to the program's guidelines. Key activities such as **collaborative expertise sessions**, **lesson plan provision by the Central Office (CO)**, and **teacher's notes** were rated as being implemented to a "Very Great Extent" with mean scores exceeding 4.35. These findings indicate that the provision of instructional materials and teacher support were highly prioritized and effectively executed. Similarly, aspects like **stakeholder orientation**, **inclusive learning environments**, and **safety protocols** were also implemented successfully, scoring above 4.00. However, certain areas, such as **providing freebies for learners** (M=3.55) and **establishing booths for fun-filled educational activities** (M=3.35), were rated as being implemented to only a "Moderate Extent." These findings suggest potential gaps in ensuring non-academic support and enhancing student engagement through extracurricular provisions.

Overall, the high ratings in key academic and instructional domains highlight the program's successful implementation. Nonetheless, the relatively lower scores in supplementary aspects indicate areas for improvement, particularly in addressing broader learner engagement and

Table 2: Extent of Implementation by Educational Attainment

Educational Attainment	Mean	Description
Bachelor's Degree	4.04	Great Extent
Master's Degree	4.24	Very Great Extent
PhD/EdD	4.07	Great Extent

Table 2 highlights the extent of implementation of the National Learning Camp (NLC) as assessed by teachers based on their educational attainment. Teachers with a **Master's Degree** rated the implementation as being to a "Very Great Extent" (M=4.24), the highest among the groups. This finding suggests that teachers with advanced qualifications perceived the program's implementation as highly effective, potentially due to their greater familiarity with educational frameworks or their role in leading such initiatives. Teachers holding a **Bachelor's Degree** and those with a **PhD/EdD** rated the implementation as being to a "Great Extent" (M=4.04 and M=4.07, respectively). While these scores indicate a generally positive perception, they are slightly lower than the scores provided by teachers with Master's Degrees, which may reflect varying levels of involvement or expectations across these groups. The results suggest that the program's implementation is perceived positively across all educational attainment levels, with higher ratings from teachers with intermediate qualifications (Master's Degree). This indicates that their roles and experiences may play a critical role in supporting and assessing program implementation effectively.

Table 3: Extent of Implementation by Position

Position	Mean	Description
Teacher I-III	4.28	Very Great Extent
Master Teacher I-III	4.07	Great Extent

Table 3 presents the extent of implementation of the National Learning Camp (NLC) as assessed by teachers based on their professional position. Teachers holding the rank of **Teacher I-III** rated the implementation of the NLC as being to a "Very Great Extent" (M=4.28). This finding suggests that teachers in these roles perceive the program as well-executed, likely because they are directly involved in its implementation at the classroom level. On the other hand, teachers in **Master Teacher I-III** positions rated the implementation slightly lower, at a "Great Extent" (M=4.07). This may reflect their broader oversight roles, where they might encounter more challenges or gaps in the program's execution compared to those at the frontline. Overall, the findings indicate that the NLC is positively perceived across both professional positions, with the highest ratings from those directly engaged in delivering the program. The differences in ratings highlight potential variations in perspectives between implementers and supervisors, which can inform targeted improvements in program design and execution.

Table 4: Extent of Implementation by Specialization

Specialization	Mean	Description
English	4.28	Very Great Extent
Mathematics	3.81	Great Extent
Science	4.31	Very Great Extent

Table 4 examines the extent of implementation of the National Learning Camp (NLC) as assessed by teachers based on their specialization. Teachers specializing in **Science** provided the highest rating, with a mean score of 4.31, indicating a "Very Great Extent" of implementation. Similarly, **English** teachers also rated the implementation highly, with a mean score of 4.28, also categorized as "Very Great Extent." These high ratings suggest that the program's activities and resources were particularly well-aligned with the needs and objectives of these subjects. In contrast, **Mathematics** teachers rated the implementation as being to a "Great Extent" (M=3.81), the lowest among the three specializations. This lower rating may reflect subject-specific challenges, such as the complexity of delivering effective remedial instruction or the adequacy of materials provided for Mathematics. Overall, the findings indicate a strong implementation of the NLC across specializations, with Science and English teachers perceiving the program as more effective compared to Mathematics teachers. These results highlight the need to address potential gaps in Mathematics-specific support to ensure uniform effectiveness across all subject areas.

Table 5: Extent of Implementation by School Size

School Size	Mean	Description
Small	3.90	Great Extent
Medium	4.27	Very Great Extent

School Size	Mean	Description
Large	4.26	Very Great Extent

Table 5 explores the extent of implementation of the National Learning Camp (NLC) as assessed by teachers based on the size of their schools. Teachers from **medium-sized schools** provided the highest rating, with a mean score of 4.27, indicating a "Very Great Extent" of implementation. Similarly, teachers from **large schools** rated the implementation nearly as high, with a mean score of 4.26, also categorized as "Very Great Extent." These findings suggest that the program was particularly well-executed in schools with more extensive resources and student populations. In comparison, teachers from **small schools** rated the implementation as being to a "Great Extent" (M=3.90). This slightly lower rating may indicate challenges unique to smaller institutions, such as limited resources, fewer staff members, or logistical difficulties in fully implementing the program. Overall, the results demonstrate that the implementation of the NLC was well-received across schools of varying sizes, with medium and large schools perceiving it as more effective than smaller schools. This suggests a need to provide additional support and resources to smaller schools to ensure consistent program effectiveness across all contexts.

Table 6: Extent of Implementation by Congressional District

Congressional District	Mean	Description
District 1	4.03	Great Extent
District 2	4.21	Very Great Extent
District 3	4.07	Great Extent
District 4	4.03	Great Extent
District 5	4.01	Great Extent

Table 6 analyzes the extent of implementation of the National Learning Camp (NLC) as assessed by teachers based on their congressional district. Teachers from **District 2** provided the highest rating, with a mean score of 4.21, indicating a "Very Great Extent" of implementation. This suggests that the program was particularly well-executed and supported in this district, potentially due to better resources or more effective coordination among stakeholders. Teachers from **Districts 1, 3, 4, and 5** rated the implementation slightly lower, with mean scores ranging from 4.01 to 4.07, all categorized as "Great Extent." These consistent ratings across districts indicate a generally positive perception of the program's implementation, although slightly lower compared to District 2. Overall, the findings reflect a strong implementation of the NLC across all congressional districts, with District 2 showing the highest effectiveness. These results underscore the need to identify and replicate best practices from higher-performing districts to enhance the program's consistency and impact in other areas.

5. Conclusion and Recommendations

Conclusion

The findings of the study highlight that the National Learning Camp (NLC) was implemented effectively across the Schools Division of Iloilo, with most aspects rated as being carried out to a "Great Extent" or "Very Great Extent." Teachers' perceptions of the program's implementation and effectiveness were consistent across various classifications, although differences were observed in some contexts. Teachers specializing in Science and English, as well as those from medium and large schools, rated the implementation more favorably, while Mathematics teachers and those from small schools provided slightly lower ratings. Furthermore, teachers in District 2 expressed the highest level of satisfaction with the program's implementation, suggesting that contextual factors such as resources and local coordination play a significant role in the program's success. The overall effectiveness of the NLC indicates that it has succeeded in addressing learning recovery needs, especially in key areas such as collaborative teacher expertise, the provision of instructional materials, and adherence to inclusive and safety standards. However, some gaps were identified in aspects related to supplementary activities, such as providing engaging extras like freebies and fun-filled educational booths. These findings underscore the importance of tailoring program interventions to address both academic and non-academic needs for a more holistic implementation. In conclusion, while the NLC has made significant strides in mitigating learning losses and enhancing educational outcomes, targeted improvements are necessary to address contextual disparities, subject-specific challenges, and the holistic

development of learners. The program's success across different classifications highlights its potential to be a model for future educational recovery initiatives.

Recommendations

Based on the conclusions, several recommendations are proposed to further enhance the implementation and effectiveness of the National Learning Camp (NLC). First, targeted support should be provided to small schools to address resource limitations and logistical challenges that may hinder the program's effectiveness. This could involve allocating additional funding, deploying more personnel, and providing specific training tailored to the unique needs of smaller institutions. Second, specialized interventions should be designed to address the challenges faced by Mathematics teachers, as they reported lower ratings compared to their counterparts in Science and English. This could include developing subject-specific instructional materials, offering targeted capacity-building sessions for Mathematics teachers, and creating collaborative learning opportunities focused on Mathematics pedagogy. Third, best practices from District 2, which showed the highest satisfaction with program implementation, should be identified and replicated across other districts. This might involve sharing effective strategies for resource utilization, stakeholder engagement, and program coordination to ensure consistency and equity in implementation. Additionally, efforts should be made to enhance supplementary activities that engage learners beyond academics. Providing more engaging extras, such as interactive booths and educational incentives, could foster greater student participation and enthusiasm, particularly in districts or schools where these activities were rated lower. Finally, continuous monitoring and evaluation of the NLC should be institutionalized to ensure sustained improvements in its implementation and outcomes. Regular feedback mechanisms involving teachers, students, and parents should be established to identify emerging challenges and adjust program components accordingly. By addressing these recommendations, the NLC can further solidify its role as an effective tool for learning recovery and educational improvement.

6. Implications of Results

The results of this study have significant implications for education policymakers, school administrators, and teachers involved in learning recovery programs like the National Learning Camp (NLC). First, the findings underscore the importance of tailoring educational interventions to address the specific needs of different school contexts. The variations in implementation ratings across school sizes and congressional districts suggest that resource allocation, logistical support, and stakeholder engagement strategies should be customized to ensure equity in program delivery. For policymakers, the high ratings for collaborative teacher expertise and the provision of instructional materials highlight the value of investing in teacher capacity-building initiatives and standardized learning resources. However, the relatively lower ratings for non-academic engagement activities imply the need for a more holistic approach that balances academic recovery with initiatives that foster student motivation and well-being. The subject-specific differences observed, with Mathematics receiving lower ratings compared to Science and English, have implications for curriculum development and teacher training. Mathematics instruction may require more innovative and context-sensitive approaches, such as integrating technology, providing practical applications, and enhancing teachers' pedagogical skills to address learning gaps effectively. For school administrators, the findings emphasize the need for robust local implementation strategies. The exemplary performance of District 2 suggests that strong coordination, effective stakeholder involvement, and adequate resources can significantly enhance program outcomes. Administrators in other districts can draw lessons from these best practices to improve consistency and quality of implementation. Overall, the results highlight the critical role of continuous monitoring and adaptive strategies in ensuring the success of learning recovery initiatives. Regular assessments of program effectiveness, informed by feedback from educators and stakeholders, can help identify emerging challenges and opportunities for improvement. These implications provide a roadmap for enhancing the impact of the NLC and similar initiatives on learners' academic performance and holistic development.

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