

Research Title:

**ASSESSMENT OF THE EFFECTIVENESS OF CONSOLIDATION CAMP
AMONG GRADES 7 AND 8 STUDENTS IN UNDERSTANDING SCIENCE**

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: **Master of Arts in Science Education**

Abstract

The study examined the implementation of the Consolidation Camp for Grade 7 and 8 students in the Fourth Congressional District of Quezon Division. It aimed to understand the experiences of students, teachers, parents, and school heads who participated in the camp, focusing on a critical understanding of Science. The study also investigated the perceived effects of the camp on stakeholders, including age, gender, and grade level. Using a mixed-method approach, the study employed a descriptive survey method to identify the profile of selected public Junior High Schools in the Division of Quezon and determine the best practices in implementing the National Learning Camp for Grades 7 and 8 students offering the Consolidation Camp program. The qualitative data analysis involved naturalistic inquiry, collecting and analyzing quantitative data followed by a collection and analysis of qualitative data. The study found that the Consolidation Camp implementation was characterized by strong leadership, effective teaching strategies, transparency, and active stakeholder involvement. Challenges such as financial limitations, motivation issues, and resource shortages were partially mitigated through the encouragement of teachers and support from families. Recommendations include strengthening community-school partnerships, promoting transparent communication, encouraging students to take responsibility for their learning, and involving stakeholders in strategic planning.

Keywords: best practices, national learning camp, Consolidation Camp program in Science, Grades 7 and 8 students

INTRODUCTION

Rationale of the Research

The educational landscape in the Philippines is currently undergoing a recovery program aimed at addressing the learning gaps caused by the pandemic, which significantly disrupted education in the Philippines. This initiative includes the establishment of the National Learning Camp (NLC), a voluntary, strategic learning recovery program implemented across all public elementary and secondary schools in the Philippines from kindergarten to Grade 12. Based on the specific needs of learners, they shall be enrolled in one of the three camps: Enhancement Camp, Consolidation Camp, or Intervention Camp. The program commenced with a phased implementation for Grades 7 and 8 at the end of the School Year 2022-2023 to establish a firmer foundation for academic gains in subsequent school years. NLC aims to achieve two main objectives: improving learner performance in Science and strengthening teacher capacity.

Education systems must change to become stronger, more egalitarian, and more inclusive. They must use technology to the advantage of all students and build on the creativity and collaboration that this crisis has sparked. UNESCO assists nations in reducing the impact of school closures, making up for lost learning, supporting educators, and modifying educational facilities, particularly for marginalized and vulnerable populations. UNESCO assists nations in reducing the impact of school closures, making up for lost learning, supporting educators, and modifying educational facilities, particularly for marginalized and vulnerable populations. However, a child's ability to learn could be severely hampered by interruptions to their education in the classroom.

According to Piper et al. (2020), a child living in poverty is less likely to return to school the longer they are absent. Children of the poorest parents are about five times more likely than those of the richest parents to drop out of primary school. The likelihood of adolescent pregnancy, child marriage, sexual exploitation, violence, and other issues rises when students miss school. The ability of an educational system to adapt to and respond to unforeseen challenges is a sign of its resilience.

Under DepEd Order 13, S., the Philippine Department of Education (DepEd) implemented the Learning Recovery Program. As it addresses disruptions in the educational process caused by global emergencies like the COVID-19 pandemic, 2023 is an example of this resilience in action. The core of this program is the idea of National Learning Camps. In an attempt to bridge the learning gaps brought on by the pandemic, these camps offer targeted interventions, tailored support, and various educational

opportunities. In the Philippines, as in many other nations, traditional educational methods were severely disrupted.

Long-term closures also affect important school-based programs like school dinners, immunizations, and mental and psychological care. Because they interfere with routines and sever relationships with peers, they can also cause stress and anxiety. Children from minority groups, children with disabilities, and children in institutions will suffer even more than other marginalized children. They also include migrants, refugees, internally displaced persons, and children living in countries experiencing conflict or other ongoing crises. To protect children, teachers, staff, and their families, school reopenings must be secure and compliant with each nation's overall COVID-19 health response (UNICEF, 2020).

The foundation of both social advancement and personal empowerment is education. To mitigate the impact of these disruptions and ensure that education would continue, the DepEd National Learning Recovery Program was established. Enhancing reading and numeracy skills, accelerating the achievement of the education goals, and strengthening the department's learning recovery and continuity program are the objectives of this program. To close learning gaps and assist K–12 students in all public elementary and secondary schools nationwide in meeting learning requirements, DepEd launched the National Learning Camp (NLC) in line with the MATATAG Agenda. Depending on their specific needs, the students will be assigned to one of three camps: the intervention camp, consolidation camp, or enhancement camp.

The Enhancement Camp improves learning for advanced learners by providing greater depth, breadth, and complexity in learning area competencies. In contrast, the Consolidation Camp provides more opportunities to practice and apply previously taught competencies (Shukia, 2020). There are opportunities to discover links between concepts and skills that go beyond grade-level proficiency. Conversely, the intervention camp supports students who have not yet mastered the foundations of both English and mathematics. The NLC's dual objectives of raising teacher capacity and enhancing learner performance demonstrate the significance of teachers in enhancing learning outcomes. There are several reasons why national learning camps are significant, especially in light of the Department of Education's (DepEd) Learning Recovery Program and other related programs.

These camps cater to particular needs and issues that come up, especially in times of crisis like the COVID-19 pandemic. Events such as the COVID-19 pandemic have caused disruptions that have had a significant negative impact on children's learning. National Learning Camps offer focused interventions to help students make up lost learning and close educational gaps, according to Njue (2020). National Learning Camps provide additional support to children who may be more susceptible to academic inequalities in an effort to promote educational equity. By giving everyone the same opportunities, regardless of socioeconomic background or geography, these camps aid in leveling the playing field. Students have a variety of needs and learning preferences. In contrast to conventional classroom settings, National Learning Camps provide individualized support that is designed to satisfy each student's unique needs.

One of the main goals of national learning camps is the holistic development of students, which includes not only academic achievement but also socioemotional and life skills. This strategy encourages the development of well-rounded people who are better equipped to face obstacles down the road. National Learning Camps can meet a wide range of learning needs, abilities, and styles. Because of their inclusive design, students with linguistic challenges or disabilities can also make use of the services. The camps offer professional development opportunities for teachers. Teachers can improve their teaching strategies and adjust to evolving learning environments by participating in National Learning Camps, which will ultimately benefit the greater educational system.

National Learning Camps are an excellent tool for tackling a variety of educational issues, including those brought on by unanticipated emergencies or natural disasters, due to their adaptability. These camps use engaging and dynamic teaching methods to help kids rediscover their love of learning, frequently after extended periods of distant or interrupted schooling. Additional educational resources and tools that aren't always easily accessible in conventional classroom settings are provided by National Learning Camps. The learning process can be enhanced, and students' knowledge can be increased. National Learning Camps are extensive, in-depth educational programs that are coordinated at the national level and usually serve as a part of a nation's educational framework.

These camps offer children and, in some situations, teachers a fresh and creative way to improve learning. They play a variety of roles in education, tackling a wide range of goals and difficulties. During national learning camps, students frequently have the chance to learn more than is normally covered in the curriculum. They may concentrate on particular topics, disciplines, or themes, allowing students to delve deeper into their passions. 21st-century skills like digital literacy, critical thinking, communication, and

teamwork are commonly taught at national learning camps. Students need these abilities to thrive in the modern world, which is characterized by shifting labor market demands and technological breakthroughs.

In the framework of education recovery programs, such as those launched in the wake of the COVID-19 pandemic, National Learning Camps are helpful instruments for regaining lost knowledge. They provide students with focused support to help them improve their academic standing and make up for missed assignments. These summer camps frequently employ project-based and experiential learning strategies, which let students put what they've learned into practice. This method can encourage originality and a deeper comprehension of the subject matter. National Learning Camps occasionally offer professional development opportunities to teachers and students. Teachers can attend these camps to stay current on the most recent advancements in education, hone their classroom management abilities, and pick up new pedagogical techniques.

Students can experience their country's natural environment and cultural heritage while participating in recreational and cultural activities at different national learning camps. This broadens their horizons and offers a comprehensive educational experience. According to Please and Biyani (2022), the dynamic and quickly evolving nature of the educational environment is driving the need for teachers to adopt 21st-century pedagogy. Technological developments, shifting cultural norms, and growing job demands are the causes of this. This requirement is made more urgent by the growing significance of abilities like critical thinking, teamwork, and other contemporary teaching techniques. Technology has permeated every aspect of daily life and the workplace in the twenty-first century. Teachers must adjust to technology-driven learning environments if they are to effectively prepare students for the digital age.

Students need to improve their critical evaluation, analysis, and synthesis skills because there is so much content available online. Teachers are essential in helping students develop these abilities, which allow them to handle difficult situations and make wise decisions. Effective communication is essential, and teamwork is highly regarded in today's workplace. Since these abilities are beneficial in both the academic and professional domains, teachers must assist students in learning how to collaborate with others, share ideas, and communicate clearly. Students need to be flexible and receptive to lifelong learning in a world that is changing rapidly. Students look up to teachers who exhibit this adaptability in embracing change, lifelong learning, and skill development.

Since everything is interconnected, children must comprehend and respect various cultures and viewpoints. Teachers should incorporate empathy and a global perspective to better prepare kids for an increasingly globalized world. Modern pedagogy places a high value on experiential learning, where students gain knowledge by doing and applying it (Saputro & Murdiono, 2020). To enhance learning, teachers must help students make these real connections. In a world full of complex issues, educators have a responsibility to inspire their students to solve problems creatively. Students who master these abilities are better able to solve problems and encourage creativity.

Personalized learning is replacing the one-size-fits-all method of teaching. To improve learning outcomes, teachers must modify their lessons to fit the needs and preferences of each student. Concern over the resilience and general well-being of students is growing in 21st-century classrooms. The development of students' emotional intelligence, resilience, and mental health is the duty of educators. They can also help teach kids about social responsibility and environmental sustainability, two key ideas as we fight social injustice and climate change. In summary, skills that transcend traditional subject matter are prioritized in 21st-century education.

In order to prepare students for a future in which success will require critical thinking, teamwork, flexibility, and a wide range of competencies to thrive in a constantly changing environment, David et al. (2024) felt that educators must adjust to these new educational priorities. If educators want to influence education in the future, they must assist students in acquiring these abilities. To address learning losses brought on by the COVID-19 pandemic and other factors, the Department of Education (DepEd) has committed to a learning recovery program. The results of national achievement tests (NATs) and international large-scale assessments (ILSAs) show that in order to raise students' academic performance, more instructional support is required. Teachers play a crucial role in education and rehabilitation.

Therefore, DepEd needs to support educators in teaching and assisting students in developing higher-order thinking skills like problem-solving methods. In order to improve learner outcomes and teacher competency, the National Learning Camp (NLC) was introduced during the 2022–2023 End-of-School Year (EOSY) break. Teachers must possess the pedagogical knowledge, content, and skills required for the NLC. Following DO 42, s. The framework for enhancing teacher capacity in 2017 will be the Philippine Professional Standards for Teachers (PPST). Two days a week, collaborative competence was developed through LAC and other activities.

Lesson planning and review, the sharing of successful teaching methods and strategies, the development of educational resources, and the discussion of various teaching-related topics were the primary goals of the LAC sessions. The goals are to enhance the teaching and learning process and motivate teachers to continue their professional development. Beginning in 2019, the NLC will give educators opportunities for job-embedded learning, allowing them to immediately apply newly acquired knowledge and abilities to their teaching. Colleague collaboration, introspective practice, and the exploration of innovative teaching techniques are all encouraged by work-integrated learning (Belandres, 2023). Through this immersive learning experience, teachers can address problems in real-time, hone their methods, and become more adept at meeting the diverse needs of students.

In context, the Philippines is at an academic difficulty. Since we follow spiral progression in Science education, where concepts are introduced at a basic level and revisited towards the next level with increasing complexity and depth, more schools in the Fourth Congressional District adopted the Consolidation Camp designed to provide further practice and application of previously taught learning competencies in Science where opportunities are provided to identify links connecting concepts and skills across grade level learning competencies in Science (DepEd, 2023). This initiative is outlined in DepEd Order No. 014, Series of 2023, which includes guidelines for implementing the National Learning Camp as well as regulations for both teacher volunteers and learners.

However, the participation of teachers in the NLC is voluntary. School Heads are tasked with identifying prospective teachers and selecting those who will handle Science classes in the camp, focusing on competence to effectively deliver learning content and skills. Preference is given to teachers who are willing, committed, and highly proficient in Science. Since the camp requires teachers to work beyond regular school hours, they will receive incentives such as vacation service credits, certificates of recognition, and other incentives, subject to the availability of funds and established guidelines. In addition, DepEd (2023) recognized the significant role of teachers in enhancing learning outcomes. In line with this, the learner placement in the Consolidation Camp is determined by academic performance from the previous school year, with early registration conducted two weeks before the end of the school year. According to Department Order No. 8, Series of 2015, students who score below 75 in any subject are required to undergo remediation; however, participation in this learning recovery program remains voluntary. This comprehensive approach aims not only to address current learning gaps but also to foster a supportive environment for both learners and educators as the education system continues to recover and adapt.

Ostensively, there is an urgent need to improve the quality of basic education through enhancement and expansion of the basic education cycle. This is probably one of the reasons why change in the curriculum happens now and then; one program after the other is introduced to better serve the educational system in the country. One of which is the National Learning Camp through Consolidation camp, which fosters opportunities and best practices for critical understanding in Science for Grade 7 and 8 students in the Division of Quezon anchored in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management resources underlying principles of the School-Based Management.

The final output of this study, a benchmarking activity plan, sought to be used as a tool to further improve the practices of teachers both for Grade 7 & 8 students through the National Learning Camp in the Division of Quezon.

Purpose of the Research

This study primarily aimed to analyze the best practices of implementing the Consolidation Camp for Grade 7 and 8 students in the Fourth Congressional District of Quezon Division. It focused on the experiences of Grade 7 and 8 students, Science teachers, parents, and school heads who participated in the camp, fostering a critical understanding of Science. Additionally, this study sought to investigate the perceived effects of the Consolidation Camp on these stakeholders. The study sought to answer the following specific problems:

1. What is the profile of the school in terms of:
 - 1.1. geographical location;
 - 1.2. school size; and
 - 1.3. type of public schools in the Fourth Congressional District of Quezon?
2. What is the profile of the respondents in terms of:
 - 2.1. age;
 - 2.2. sex; and
 - 2.3. grade level?

3. What is the level of perception of the parents, students, teachers, and school heads in best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on:
 - 3.1. leadership and governance;
 - 3.2. curriculum and learning strategies;
 - 3.3. accountability measures; and
 - 3.4. continuous improvement processes?
4. Is there a significant difference in the level of perception of the parents, students, teachers and school heads in best practices in implementing the Consolidation Camp in District IV of Quezon?
5. What are the experiences of the participants in the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on:
 - 5.1. leadership and governance;
 - 5.2. curriculum and learning strategies;
 - 5.3. accountability measures; and
 - 5.4. continuous improvement processes?
6. What are the challenges encountered by Grade 7 and 8 students, Science teachers, and parents during the implementation of the Consolidation Camp?
7. How did the respondents address the challenges during the implementation of the Consolidation Camp?

Significance of the research

Best practices in implementing the National Learning Camp for Grades 7 and 8 students through Consolidation Camp in Science in Fourth Congressional District, Division of Quezon, were not only beneficial to the researcher but more than the compliance and creativity. This study serves as a tool for positive change. It is seen to be beneficial for school administrators, Science teachers of Grades 7 and 8 Junior High Schools, and future researchers.

With the primary objective of fostering opportunities for critical understanding of Science and sharing the best practices as well in National Learning Camp through the Consolidation Camp Program in Fourth Congressional District in Division of Quezon, this study was beneficial not only to the researcher but most importantly to the following:

School Administrators of Junior High School. The findings of the study are useful to them in determining the best practices of Grade 7 and 8 students of Junior High Schools offering Consolidation Camp programs to further improve their school practices. This also served as an avenue for them to foster opportunities for critical understanding in Science.

Science Secondary School Teachers. The study is also significant to them in the sense that the study provided them with information on the best practices for the implementation of the National Learning Camp in Science offering Consolidation Camp for Grade 7 and 8 students of selected high schools in the Fourth Congressional District, Division of Quezon.

Grades 7 and 8 Students. The study is beneficial to them because, upon study of the best practices in implementing Consolidation programs among Grade 7 and 8 students of Junior High Schools who foster opportunities for critical understanding in Science, they had more opportunities for learning considering the principles of effective management of school through school-based management framework. The future findings of the study can also provide them an open way to further enhance their knowledge and skills to be utilized in the real-life world through the school's best practices.

Major Stakeholder Groups. The study is significant to them because, in the identification of the best practices relative to the implementation of the Consolidation Camp program, the school-community partnership was further enhanced.

Future Researchers. This study serves as a reference in the conduct of similar or related studies on best practices in implementing the National Learning Camp program through Consolidation Camp in line with the SBM principles.

METHODS

Research Design/Research Instrument/Data Gathering Procedures

The study utilized a mixed-method approach of research where both quantitative and qualitative analysis of data was involved. In terms of quantitative analysis of data, the descriptive designs were employed using the survey questionnaire as the main guide of the study. The descriptive design was used to describe the phenomena as they exist (Edralin, 2015). Specifically, the descriptive-survey method was used in identifying the profile of selected public Junior High Schools in the Division of Quezon in terms of school size, type of school, geographical location, and SBM level of practice. The same method was also employed in determining the best practices in implementing the National Learning Camp for Grades 7 and 8 students offering the Consolidation Camp program in the Division of Quezon in terms of School-Based Management principles such as leadership & governance, curriculum & learning, accountability & continuous improvement and management of resources.

In terms of qualitative data analysis, this study used the method of naturalistic inquiry, involving the process of collecting and analyzing quantitative data followed by a collection and analysis of qualitative data. The data collected in the qualitative phase was then used in explaining and interpreting the findings of a quantitative study. During gathering the data, the researcher made use of audio recordings of the interviews for accuracy and reliability of data. However, some respondents preferred writing their insights relevant to the objectives of the research. Thus, to gather the data necessary for the conduct of the study, the researcher employed the survey questionnaire and open-ended key informant interview (KII) guide. The survey questionnaire was divided into two parts. The first part contained information regarding the profile of selected Junior High Schools offering Consolidation Camp in the Division of Quezon; the second part contained questions that determined the best practices in implementing National Learning Camp for Grade 7 and 8 students offering the Consolidation Camp program in the Division of Quezon in terms of School-Based Management principles. Likewise, the interview guide contained questions that determined the best practices in implementing the National Learning Camp for Grade 7 and 8 students offering the Consolidation Camp program in terms of School-Based Management principles to support the quantitative data. To ensure the validity of the research instrument used in the study, it was submitted to the Research Adviser and experts for validation purposes, including the Education Program Specialist for Planning & Research, the SBM District Coordinator, and three Education Program Supervisors who have had expertise in school-based management and School Head offering Consolidation Camp Program in the Division of Quezon. After the validation of the research instrument, the survey questionnaire was distributed to the target respondents.

Convergent research was used, which involved the following:

Holistic understanding: Saw challenges through multiple lenses and disciplinary approaches

New theories and methods: Built on, integrated, and emerged from distinct disciplinary fields and methodologies

Collaboration: Created a culture and mindset that primed group members to collaborate

Innovative research and solutions: Developed highly innovative research and solutions by bringing knowledge and experience together.

Convergent research can also refer to a mixed methods research design where quantitative and qualitative data are collected simultaneously and analyzed separately. Collected quantitative and qualitative data results were combined or compared to conclude with the use of survey and semi-structured interviews.

Convergence research, a type of mixed method, intentionally brings together intellectually diverse researchers to develop effective ways of communicating across disciplines. As experts from different disciplines pursue a common research challenge, their knowledge, theories, methods, data, and research communities increasingly intermingle.

For clarity, the researcher considered an open-ended interview guide where the key informants wrote their responses on a sheet of paper considering the given questions. From those responses, the researcher then analyzed the data using thematic coding, a form of qualitative analysis that involves recording or identifying passages of text or images that are linked by a common theme or idea.

To avoid disturbances prior to the gathering of the data, letters of permission to conduct the study were submitted by the researcher to the school division superintendent and the principals of the different schools with the supervision of the researcher's adviser. Retrieval of the research instrument was done on the same day of administration. Tallying, coding, analysis, and interpretation of the data followed shortly after retrieval of the instrument.

Respondents/Units of Analysis/Subjects of the Study

The Raosoft Sample Size Calculator with a 95% confidence level calculated and suggested a sample comprising 56 Grade 7 and 8 students for a total of 212 participants, along with 10 parents, four school heads, and 20 parents involved in the Consolidation Camp. These individuals served as respondents for both quantitative and qualitative data in the study. The primary objective of these respondents was to identify the best practices for implementing the National Learning Camp for Grade 7 and 8 students who participated in the Consolidation Camp program at their respective schools. They served as key informants for this study.

Furthermore, for respondents who wished to withdraw from the study, the researcher considered substitute respondents to replace those who opted out.

Sampling Design and Procedures

In the selection of respondents for this study, a purposive sampling technique was employed. According to Palys (2008), this type of sampling involves selecting cases or individuals who meet specific criteria. Consequently, the respondents and key informants chosen for this study were individuals who fit the following criteria: a) school heads (principal, head teacher, or officer-in-charge); b) National Learning Camp Coordinator; c) Grade 7 and 8 students; and d) parents of campers. The same purposive sampling technique was applied in the selection of key informants, possessing first-hand knowledge of implementing the National Learning Camp for Grade 7 and 8 students and offering the Consolidation Camp program.

Research Locale/Study Site

Selected schools offering Consolidation Camp in Fourth Congressional District, Division of Quezon, was the target study site.

Data Analysis Plan

In the conduct of this study, a mixed-method approach in research was considered where both quantitative and qualitative methods were employed.

The researcher decided to use convergence research as a means of solving vexing research problems, especially those focusing on societal needs. It has two primary characteristics: It is driven by a specific and compelling problem, whether that problem arises from deep scientific questions or pressing societal needs.

Convergent research was used, a research method that addresses complex societal challenges by combining multiple disciplinary approaches and methodologies characterized by a specific problem that drives the research and a shared vision among a diverse group of researchers.

In the analysis of quantitative data, statistical treatments such as simple percentages, weighted mean (WAM), and ANOVA were used. The percentage using hand-in-hand with frequency counted was determined to give value to percentages. While data coding processes, theme and content analysis were considered for the qualitative data interpretation.

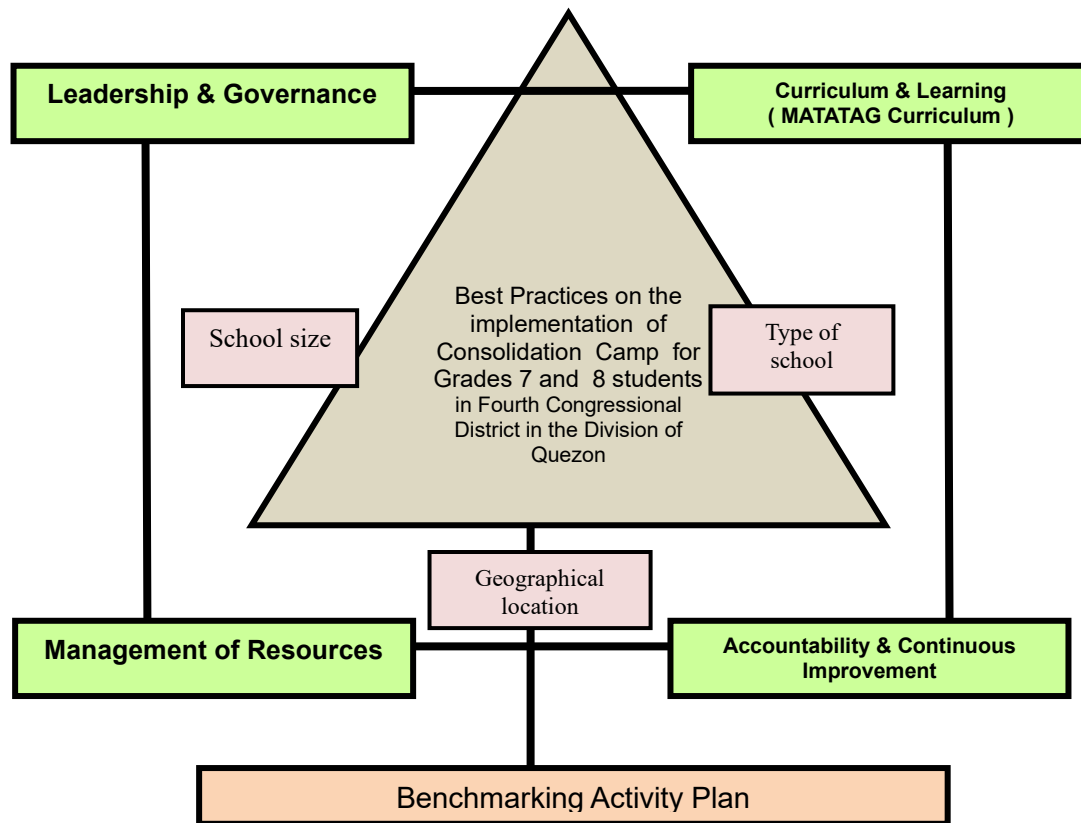
Research Paradigm/Conceptual Framework

The framework presented above is systems-oriented. It shows the major components of SBM practices, their structure, interrelationships, and interdependence as well as their characteristics and underlying principles that guide school heads in managing their schools.

The center of the framework primarily focused on the best practices in implementing the National Learning Camp for Grade 7 and 8 students offering the Consolidation Camp program.

The researcher believes that this framework gives perspective to the present study upon assessing the effectiveness of Consolidation Camp in critical understanding of Science among Grade 7 and 8 students, including the best practices in implementing National Learning Camp for Grade 7 and 8 students through Consolidation Camp program in the Division of Quezon. This study also provided clearer directions and systems on how to do the processes of answering the problems considering the cited variables in this study.

Figure 1
Conceptual Framework of the Study



RESULTS AND DISCUSSION

This part deals primarily with the essential components of the gathered data: its presentation, analysis, and interpretation of the computed data.

Part 1. Demographic Profile of the School

Table 1 presents the frequency and percentage distribution of the demographic profile of the respondents. The data revealed that all four respondents (100%) are from rural areas, while there were no respondents in urban areas. Furthermore, in terms of school size, the data revealed an equal representation of big and medium-sized schools with a frequency of 2 out of 4 and a percentage of 50%. Additionally, in terms of type of school, the data showed that all participants (100%) came from public schools, with no representations (0%) from private schools.

This implied that the study's findings were entirely reflective of rural perspectives or experiences and did not represent urban populations. In addition, this study was limited to the 4th Congressional District of Quezon. Also, this distribution suggested that the study's findings and conclusions only applied to large and medium-sized school environments, and it indicated that the study's findings were exclusively based on the experiences or perspectives of individuals in public school settings.

Table 1
Frequency and Percentage Distribution of the Demographic Profile of the School

Category	Subcategory	Frequency	Percentage (%)
Location	Rural	4	100
	Urban	0	0
Total		4	100

School Size	Big	2	50
	Medium	2	50
	Small	0	0
Total		4	100
School Type	Public	4	100
	Private	0	0
Total		4	100

Part 2. Demographic Profile of the Respondents

Table 2 presents the frequency and percentage distribution of the respondents in terms of Age and Sex. Furthermore, 70% of the students in Grade 7 were 12 years old, and 30% were 13 years old. Additionally, the majority of the students in Grade 8, 81.82%, are 14 years old, followed by those 13 years old (18.18%). The majority of the parents fall within the 29 – 35 age range, with 60% and 54.55%. In addition, a smaller percentage of parents belonged to the 43 – 49 age range, 40% and 45.45%. The data revealed that among the 14 teachers, the majority (35.71%) were between 29-35 years old, followed by aged 36 – 42 and 43-49, with each percentage of 21.43%. Teachers aged 50 and above have 14.28%, while teachers aged 22-28 got the lowest percentage of 7.15. Moreover, the four school heads were evenly distributed across the older age groups, with half of them being between the ages of 43 - 49 and the other half being 50 and above. No school head was younger than 43 years old.

In terms of Sex, the data revealed that both males and females got equal distribution in Grade 7, with 50% male and 50% female. However, in Grade 8, there was a slight gender imbalance, with males 63.64% and females 36.36% of the student population. All respondents for both grade levels were female, accounting for 100% of the total parent participants. There were no male parent respondents in either group. Only 21.43% of the 14 teachers were male, with the majority (78.57%) female. Likewise, of the four school heads, 25% were men, and 75% were women.

It implied that mothers were more involved or more readily available to participate in school-related activities and assessments. Most parents were in their early to mid-adulthood, which may influence parenting styles, availability for school involvement, and familiarity with current educational trends and technology. Workforce structure where teaching positions were predominantly held by younger to mid-career professionals, while more senior and experienced individuals occupied leadership roles.

It is important to ensure that both male and female students are equally engaged and supported in the activities to promote fair and effective learning for all participants. In this study, female teachers and school heads were predominated in leadership and teaching positions in the schools.

Table 2

Frequency and Percentage Distribution of Profile of the Respondents in Terms of Age and Sex

Category	Group	Grade 7 Students Freq.	Grade 7 %	Grade 8 Students Freq.	Grade 8 %	Grade 7 Parents Freq.	Grade 7 %	Grade 8 Parents Freq.	Grade 8 %	Teachers Freq.	Teachers %	School Heads Freq.	School Heads %
Age	12	7	70	0	0	–	–	–	–	–	–	–	–
	13	3	30	2	18.18	–	–	–	–	–	–	–	–
	14	0	0	9	81.82	–	–	–	–	–	–	–	–
	25–29	–	–	–	–	6	60	6	54.55	–	–	–	–
	43–49	–	–	–	–	4	40	5	45.45	3	21.43	2	50
	50 and above	–	–	–	–	0	0	0	0	2	14.28	2	50
	22–28	–	–	–	–	–	–	–	–	1	7.15	0	0
	29–35	–	–	–	–	–	–	–	–	5	35.71	0	0
	36–42	–	–	–	–	–	–	–	–	3	21.43	–	–
	Total	10	100	11	100	10	100	11	100	14	100	4	100
Sex	Male	5	50	7	63.64	0	0	0	0	3	21.43	1	25
	Female	5	50	4	36.36	10	100	11	100	11	78.57	3	75
Total		10	100	11	100	10	100	11	100	14	100	4	100

Part 3. Level of Perception of the Respondents on the Best Practices in Implementing National Learning Camp

Table 3 presents the level of perception of the parent-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of leadership and governance. Grade 7 parents gave the highest rating of 3.80 in the statement, “Set out that community facilitates the development of an education plan based on its vision, direction, and aspirations in line with the given policies of Consolidation camp.” The lowest rating they gave was 3.50 for the statement, “Make certain that organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives in line with the policies of Consolidation camp.” Overall, the average rating from Grade 7 parents was 3.64.

It implied further that they believe that community involvement is important in planning for education. In addition, some parents may not be fully confident about how roles are being carried out. Furthermore, they generally agree with how leadership and governance are being practiced in the consolidation camp.

On the other hand, Grade 8 parents gave the highest rating of 4.09 to two statements: “Make certain that organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives in line with the policies of Consolidation camp” and “Ensure that the governance practices facilitate regular information and feedback sharing on the progress of the education development program in line with the given policies of Consolidation camp.” The lowest score they gave was 3.82 for the statement “Allows the development of a shared vision, mission, and goals (VMG) which reflects the aspirations and thrusts of the community in line with the given policies of Consolidation camp.” The overall average rating from Grade 8 parents was 3.96.

It implied that these practices are being done well. Also, it showed that they have a more positive view of the leadership and governance practices compared to the Grade 7 parents.

Table 3

Level of Perception of the Parent - Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Leadership and Governance

Indicators	Grade 7 Parents		Grade 8 Parents	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Allows the development of a shared vision, mission, and goals (VMG), which reflects the aspirations and thrusts of the community in line with the given policies of the Consolidation camp. <i>(Pinapayagan ang pagbuo ng isang magkakasamang pananaw, misyon, at mga layunin (VMG) na sumasalamain sa mga aspirasyon at layunin ng komunidad alinsunod sa mga patakaran ng Consolidation Camp.)</i>	3.60	Agree	3.82	Agree
Ensure that stakeholders actively participate, through dialogue and/ or consensus-building, in formulating relevant policies and guidelines in conducting regularly reviewed updating of community initiatives in line with the given policies of the Consolidation camp. <i>(Tinitiyak na ang mga stakeholder ay aktibong nakikilahok, sa pamamagitan ng diyalogo at/o pagpapalaganap ng pagkakasunduan, sa paggawa ng mga kaugnay na polisiya at gabay sa pagsasagawa ng regular na pagsusuri at pag-update ng mga inisyatiba ng komunidad alinsunod sa mga patakaran ng Consolidation Camp)</i>	3.70	Agree	4.00	Agree
Make certain that the organizational structure for education governance promotes ownership of goals and that members assume particular roles and responsibilities to carry out initiatives in line with the policies of the Consolidation camp. <i>(Tinitiyak na ang istruktura ng organisasyon para sa pamamahala ng edukasyon ay nagpapalakas ng pag-aari sa mga layunin at ang mga miyembro ay may mga tiyak na tungkulin at responsibilidad sa pagpapatupad ng mga inisyatiba ayon sa mga patakaran ng Consolidation Camp.)</i>	3.50	Agree	4.09	Agree
Set out that the community facilitates the development of an education plan based on its vision, direction and aspirations in line with the given policies of Consolidation camp. <i>(Ang komunidad ay nagpo-promote ng pagbuo ng isang plano sa edukasyon batay sa kanilang pananaw, direksyon, at mga aspirasyon alinsunod sa mga patakaran ng Consolidation Camp.)</i>	3.80	Agree	4.00	Agree

Ensure that the governance practices facilitate regular information and feedback sharing on the progress of the education development program in line with the given policies of the Consolidation camp. <i>(Tiyakin na ang mga pamamahala na gawain ay nagpapadali ng regular na pagbabahagi ng impormasyon at feedback tungkol sa progreso ng programa sa pag-unlad ng edukasyon ayon sa mga patakaran ng Consolidation Camp.)</i>	3.60	Agree	4.09	Agree
Average Mean	3.64	Agree	3.96	Agree
Legend:				
4.21 – 5.00 Strongly Agree	1.81 – 2.60 Disagree			
3.41– 4.20 Agree	1.00 – 1.80 Strongly Disagree			
2.61 – 3.40 Fairly Agree				

Table 4 presents the level of perception of the parent-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of curriculum and learning strategies. Grade 7 parents gave the highest rating of 3.60 to two statements: “Ensure that the implemented curriculum is right-based, inclusive, culturally, and developmentally appropriate to the needs and interests of the learners and community in line with the Most Learning Competencies” and “Make sure that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community in line with the Most Learning Competencies.” The lowest rating they gave was 3.40 for the statement, “Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved in line with the Most Learning Competencies.” The overall average rating from Grade 7 parents was 3.52.

It implied that Grade 7 parents agreed that the curriculum supports the needs of learners and promotes growth, but they saw some gaps in how assessment tools were reviewed and improved.

On the other hand, Grade 8 parents gave the highest rating of 4.18 to two statements: “Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved in line with the Most Learning Competencies” and “Ensure that the assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills in line with the Most Learning Competencies.” The lowest score they gave was 3.64 for the statement, “Make sure that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community in line with the Most Learning Competencies.” The overall average rating from Grade 8 parents was 3.98.

It implied that Grade 8 parents highly appreciated the importance of improving assessment tools and making results relevant to real-life situations.

Table 4

Level of Perception of the Parent - Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Curriculum and Learning Strategies

Indicators	Grade 7 Parents		Grade 8 Parents	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the implemented curriculum is right-based, inclusive, culturally, and developmentally appropriate to the needs and interests of the learners and community in line with the Most Learning Competencies. (<i>Tinitiyak na ang ipinatupad na kurikulum ay nakabatay sa karapatan, inklusibo, at angkop sa kultura at pag-unlad ng mga pangangailangan at interes ng mga mag-aaral at komunidad ayon sa mga Most Learning Competencies.</i>)	3.60	Agree	3.82	Agree
Ensure that the implemented curriculum is localized, relevant to community life, consistent with the vision, mission, and goals, and oriented towards individual and community well-being in line with the Most Learning Competencies. (<i>Tinitiyak na ang ipinatupad na kurikulum ay lokal at may kaugnayan sa buhay ng komunidad, tumutugma sa pananaw, misyon, at layunin, at nakatuon sa kabutihan ng bawat isa at ng komunidad ayon sa mga Most Learning Competencies.</i>)	3.50	Agree	4.09	Agree
Make sure that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community in line with the Most Learning Competencies. (<i>Tinitiyak na ang mga sistema ng pagkatuto ay regular at magkakasamang mino-monitor ng komunidad gamit ang mga angkop na kasangkapan upang masiguro ang</i>	3.60	Agree	3.64	Agree

holistikong pag-unlad ng mga mag-aaral at ng komunidad ayon sa mga Most Learning Competencies.)

Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved in line with the Most Learning Competencies.

(Tinitiyak na ang mga angkop na kasangkapan sa pagtataya para sa pagtuturo at pagkatuto ay patuloy na nire-review at pinapaunlad ayon sa mga Most Learning Competencies.)

Ensure that the assessment results are contextualized to the learner and local situation and the attainment of relevant life skills in line with the Most Learning Competencies.

(Tinitiyak na ang mga resulta ng pagtataya ay naka-contexto sa mag-aaral at lokal na sitwasyon, pati na rin ang pagkamit ng mga kaugnay na kasanayan sa buhay ayon sa mga Most Learning Competencies.)

Average Mean	3.52	Agree	3.98	Agree
Legend:				
4.21 – 5.00 Strongly Agree	1.81 – 2.60 Disagree			
3.41– 4.20 Agree	1.00 – 1.80 Strongly Disagree			
2.61 – 3.40 Fairly Agree				

Table 5 presents the level of perception of the parent-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of accountability and continuous improvement. Grade 7 parents gave the highest rating of 4.00 to the statement, “Ensure that the accountability system owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community in line with the Continuous Improvement Plan of the school.” The lowest rating they gave was 3.50, which was shared by two statements: “Make sure that roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders,” and “Make certain that participatory assessment of performance is done regularly with the community.” The overall average rating from Grade 7 parents was 3.66.

Meanwhile, Grade 8 parents gave the highest rating of 4.09 to the statement, “Make sure that roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.” The lowest ratings, all tied at 3.82, were given to three statements related to goal recognition, system enhancement, and regular community-based assessments. The overall average rating from Grade 8 parents was 3.84.

It implied furthermore that both Grade 7 and Grade 8 parents agreed with the accountability and continuous improvement practices in the consolidation camp. Grade 7 parents saw the need for clearer roles and more consistent community involvement, while Grade 8 parents showed stronger confidence, especially in role clarity and accountability measures. Overall, both groups supported the ongoing efforts but recognized areas that could still be improved.

Table 5
Level of Perception of the Parent - Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Accountability and Continuous Improvement

Indicators	Grade 7 Parents		Grade 8 Parents	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Make sure that roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders in line with the Continuous Improvement Plan of the school. <i>(Tiyakin na ang mga tungkulin at responsibilidad ng mga taong may pananagutan at mga kolektibong katawan ay malinaw na itinakda at napagkasunduan ng mga stakeholder ng komunidad alinsunod sa Continuous Improvement Plan ng paaralan.)</i>	3.50	Agree	4.09	Agree
Confirm that achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action in line with the Continuous Improvement Plan of the school. <i>(Kumpirmahin na ang pagkamit ng mga layunin ay kinikilala batay sa isang sistemang pampagganap na binuo nang magkakasama; ang mga kakulangan ay tinutugunan sa pamamagitan ng angkop na hakbang alinsunod sa Continuous Improvement Plan ng paaralan.)</i>	3.70	Agree	3.82	Agree

Ensure that the accountability system owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community in line with the Continuous Improvement Plan of the school. (<i>Tiyakin na ang sistemang pananagutan na pag-aari ng komunidad ay patuloy na pinapalakas upang matiyak na ang mga istruktura at mekanismo ng pamamahala ay tumutugon sa mga umuusbong na pangangailangan at hinihingi ng komunidad ayon sa Continuous Improvement Plan ng paaralan.</i>)	4.0	Agree	3.82	Agree
See to it that accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon in line with the Continuous Improvement Plan of the school. (<i>Tinitiyak na ang mga pamantayan at kasangkapan sa pagtataya ng pananagutan, mga mekanismo ng feedback, at mga teknik at proseso ng koleksyon at pagpapatunay ng impormasyon ay inklusibo at binuo nang magkakasama at napagkasunduan alinsunod sa Continuous Improvement Plan ng paaralan.</i>)	3.60	Agree	3.91	Agree
Make certain that participatory assessment of performance is done regularly with the community in line with the Continuous Improvement Plan of the school. (<i>Tinitiyak na ang pagsusuri ng pagganap na may partisipasyon mula sa komunidad ay isinasagawa nang regular alinsunod sa Patuloy na Planong Pagpapabuti ng paaralan.</i>)	3.50	Agree	3.82	Agree
Average Mean	3.66	Agree	3.84	Agree
Legend: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61 – 3.40 Fairly Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Disagree				

Table 6 presents the level of perception of the parent-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of the management of resources. Grade 7 parents gave the highest rating of 3.60 to two statements: “Ensure that the regular resource inventory is collaboratively undertaken by Science Coordinators, learning facilitators, and community stakeholders,” and “Verify that a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resources relevant to Science.” The lowest rating they gave was 3.40 for the statement, “Conduct regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders relevant to Science.” The overall average rating from Grade 7 parents was 3.52.

Meanwhile, Grade 8 parents gave the highest rating of 4.18 to two statements: “Conduct regular monitoring, evaluation, and reporting processes of resource management...” and “Verify a system that monitors the network and linkages to strengthen and sustain partnerships for improving resource management.” The lowest rating they gave was 3.64 for the statement on the community-developed resource management system. The overall average rating from Grade 8 parents was 3.98.

It implied that both groups of parents agreed that the resource management practices were effective. Grade 7 parents saw room for improvement in monitoring and reporting, while Grade 8 parents have a more favorable view, especially on partnerships and regular evaluations.

Table 6
Level of Perception of the Parent - Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Management of Resources

Indicators	Grade 7 Parents		Grade 8 Parents	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the regular resource inventory is collaboratively undertaken by Science Coordinators, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization. (<i>Tiyakin na ang regular na imbentaryo ng mga mapagkukunan ay isinasagawa nang magkakasama ng mga Science Coordinators, mga guro ng pagkatuto, at mga kasapi ng komunidad bilang batayan para sa pamamahagi at mobilisasyon ng mga mapagkukunan.</i>)	3.60	Agree	3.82	Agree

Make sure that there is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans relevant to Science. (<i>Siguraduhin na mayroong regular na diyalogo para sa pagpapalano at programming ng mga mapagkukunan na bukas at inklusibo, upang patuloy na ma-engganyo ang mga kasapi ng komunidad at masuportahan ang implementasyon ng mga plano ng edukasyong pangkomunidad na may kaugnayan sa agham.</i>)	3.50	Agree	4.09	Agree
Verify that a community-developed resource management system drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources relevant to Science. (<i>Tiyakin na mayroong isang sistema ng pamamahala ng mga mapagkukunan na binuo ng komunidad na nagtataguyod ng tamang asal ng mga kasapi ng komunidad upang matiyak ang maingat, angkop, at epektibong paggamit ng mga mapagkukunan na may kaugnayan sa agham.</i>)	3.60	Agree	3.64	Agree
Conduct regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders relevant to Science. (<i>Magsagawa ng regular na proseso ng pagmamanman, pagsusuri, at pag-uulat ng pamamahala ng mga mapagkukunan na binuo nang magkakasama at ipinatutupad ng mga tagapamahala ng pagkatuto, mga guro ng pagkatuto, at mga kasapi ng komunidad na may kaugnayan sa agham.</i>)	3.40	Agree	4.18	Agree
Verify a system that monitors the network and linkages to strengthen and sustain partnerships for improving resource management. (<i>Tiyakin ang isang sistema na nagmomonitor sa mga ugnayan at koneksyon upang palakasin at mapanatili ang mga partnership para sa pagpapabuti ng pamamahala ng mga mapagkukunan.</i>)	3.50	Agree	4.18	Agree
Average Mean	3.52	Agree	3.98	Agree
Legend:				
4.21 – 5.00 Strongly Agree		1.81 – 2.60 Disagree		
3.41 – 4.20 Agree		1.00 – 1.80 Strongly Disagree		
2.61 – 3.40 Fairly Agree				

Table 7 presents the level of perception of the student-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of leadership and governance. Grade 7 students gave the highest rating of 3.80 to the statement, “Set out that community facilitates the development of an education plan based on its vision, direction, and aspirations in line with the given policies of Consolidation camp.” The lowest rating they gave was 3.60 for the statements “Allows the development of a shared vision, mission, and goals (VMG)” and “Ensure that stakeholders actively participate in formulating relevant policies and guidelines.” The overall average rating from Grade 7 students was 3.66.

On the other hand, Grade 8 students gave the highest rating of 4.09 to the statements “Ensure that stakeholders actively participate” and “Make certain that organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities.” The lowest rating they gave was 3.82 for the statement “Allows the development of a shared vision, mission, and goals (VMG).” The overall average rating from Grade 8 students was 3.93.

It implied that both Grade 7 and Grade 8 students generally agreed with the leadership and governance practices in the consolidation camp. Grade 8 students showed a slightly more positive perception, especially in terms of stakeholder participation and organizational structure. In contrast, Grade 7 students believed that there is room for improvement in stakeholder involvement in policy and goal development.

Table 7

Level of Perception of the Student- Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Leadership and Governance

Indicators	Grade 7 Students		Grade 8 Students	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Allows the development of a shared vision, mission, and goals (VMG), which reflects the aspirations and thrusts of the community in line with the given policies of the Consolidation camp. <i>(Pinapayagan ang pagbuo ng isang magkakasamang pananaw, misyon, at mga layunin (VMG) na sumasalamain sa mga aspirasyon at layunin ng komunidad alinsunod sa mga patakaran ng Consolidation Camp.)</i>	3.60	Agree	3.82	Agree
Ensure that stakeholders actively participate, through dialogue and/ or consensus-building, in formulating relevant policies and guidelines in conducting regularly reviewed updating of community initiatives in line with the given policies of the Consolidation camp. <i>(Tinitiyak na ang mga stakeholder ay aktibong nakikilahok, sa pamamagitan ng diyalogo at/o pagpapalaganap ng pagkakasunduan, sa paggawa ng mga kaugnay na polisiya at gabay sa pagsasagawa ng regular na pagsusuri at pag-update ng mga inisyatiba ng komunidad alinsunod sa mga patakaran ng Consolidation Camp.)</i>	3.60	Agree	4.09	Agree
Make certain that the organizational structure for education governance promotes ownership of goals and that members assume particular roles and responsibilities to carry out initiatives in line with the policies of the Consolidation camp. <i>(Tinitiyak na ang istruktura ng organisasyon para sa pamamahala ng edukasyon ay nagpapalakas ng pag-aari sa mga layunin at ang mga miyembro ay may mga tiyak na tungkulin at responsibilidad sa pagpapatupad ng mga inisyatiba ayon sa mga patakaran ng Consolidation Camp.)</i>	3.60	Agree	4.09	Agree
Set out that the community facilitates the development of an education plan based on its vision, direction and aspirations in line with the given policies of Consolidation camp. <i>(Ang komunidad ay nagpo-promote ng pagbuo ng isang plano sa edukasyon batay sa kanilang pananaw, direksyon, at mga aspirasyon alinsunod sa mga patakaran ng Consolidation Camp.)</i>	3.80	Agree	4.00	Agree
Ensure that the governance practices facilitate regular information and feedback sharing on the progress of the education development program in line with the given policies of the Consolidation camp. <i>(Tiyakin na ang mga pamamahala na gawain ay nagpapadali ng regular na pagbabahagi ng impormasyon at feedback tungkol sa progreso ng programa sa pag-unlad ng edukasyon ayon sa mga patakaran ng Consolidation Camp.)</i>	3.70	Agree	3.82	Agree
Average Mean	3.66	Agree	3.93	Agree
Legend: 4.21 – 5.00 Strongly Agree 3.41– 4.20 Agree 2.61 – 3.40 Fairly Agree 1.81 – 2.60 Disagree 1.00 – 1.80 Strongly Disagree				

Table 8 presents the level of perception of the student-respondents on the best practices in implementing the consolidation camp in District IV of Quezon in terms of curriculum and learning strategies. Grade 7 students gave the highest rating of 3.80 to the statement, “Ensure that the implemented curriculum is localized, relevant to the community life, consistent with the vision, mission, and goals, and oriented towards individual and community well-being.” The lowest rating they gave was 3.60 for the statements “Ensure that the implemented curriculum is right-based, inclusive, culturally, and developmentally appropriate” and “Make sure that the learning systems are regularly and collaboratively monitored.” The overall average rating from Grade 7 students was 3.68.

On the other hand, Grade 8 students gave the highest rating of 4.18 to the statements “Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved” and “Ensure that the assessment results are contextualized to the learner and local situation.” The lowest rating they gave was 3.64 for the statement, “Make sure that the learning systems are regularly and collaboratively monitored.” The overall average rating from Grade 8 students was 3.98.

It implied that both Grade 7 and Grade 8 students agreed with the implementation of curriculum and learning strategies in the consolidation camp. However, Grade 8 students showed a slightly more

positive perception, particularly regarding assessment tools and the contextualization of learning. Grade 7 students emphasized the need for improved monitoring systems for better holistic development.

Table 8

Level of Perception of the Student- Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Curriculum and Learning Strategies

Indicators	Grade 7 Students		Grade 8 Students	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the implemented curriculum is right-based, inclusive, culturally, and developmentally appropriate to the needs and interests of the learners and community in line with the Most Learning Competencies. (<i>Tinitiyak na ang ipinatupad na kurikulum ay nakabatay sa karapatan, inklusibo, at angkop sa kultura at pag-unlad ng mga pangangailangan at interes ng mga mag-aaral at komunidad ayon sa mga Most Learning Competencies.</i>)	3.60	Agree	3.82	Agree
Ensure that the implemented curriculum is localized, relevant to community life, consistent with the vision, mission, and goals, and oriented towards individual and community well-being in line with the Most Learning Competencies. (<i>Tinitiyak na ang ipinatupad na kurikulum ay lokal at may kaugnayan sa buhay ng komunidad, tumutugma sa pananaw, misyon, at layunin, at nakatuon sa kabutihan ng bawat isa at ng komunidad ayon sa mga Most Learning Competencies.</i>)	3.80	Agree	4.09	Agree
Make sure that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community in line with the Most Learning Competencies. (<i>Tinitiyak na ang mga sistema ng pagkatuto ay regular at magkakasamang mino-monitor ng komunidad gamit ang mga angkop na kasangkapan upang masiguro ang holistikong pag-unlad ng mga mag-aaral at ng komunidad ayon sa mga Most Learning Competencies.</i>)	3.60	Agree	3.64	Agree
Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved in line with the Most Learning Competencies. (<i>Tinitiyak na ang mga angkop na kasangkapan sa pagtataya para sa pagtuturo at pagkatuto ay patuloy na nire-review at pinapaunlad ayon sa mga Most Learning Competencies.</i>)	3.70	Agree	4.18	Agree
Ensure that the assessment results are contextualized to the learner and local situation and the attainment of relevant life skills in line with the Most Learning Competencies. (<i>Tinitiyak na ang mga resulta ng pagtataya ay naka-contexto sa mag-aaral at lokal na sitwasyon, pati na rin ang pagkamit ng mga kaugnay na kasanayan sa buhay ayon sa mga Most Learning Competencies.</i>)	3.70	Agree	4.18	Agree
Average Mean	3.68	Agree	3.98	Agree

Legend:
 4.21 – 5.00 Strongly Agree
 3.41 – 4.20 Agree
 2.61 – 3.40 Fairly Agree
 1.81 – 2.60 Disagree
 1.00 – 1.80 Strongly Disagree

Table 9 presents the level of perception of student-respondents regarding the best practices in implementing the consolidation camp in District IV of Quezon in terms of accountability and continuous improvement. Based on the results, both Grade 7 and Grade 8 students generally agreed with the practices, with Grade 7 students having an average mean of 3.76 and Grade 8 students having an average mean of 3.96, both falling within the "Agree" category. The data suggested that both groups recognize the importance of clearly defining roles and responsibilities (Grade 7 mean: 4.00, Grade 8 mean: 4.18) and ensuring continuous improvements in accountability systems (Grade 7 mean: 3.90, Grade 8 mean: 4.09). Additionally, Grade 8 students showed slightly higher agreement in areas such as participatory assessments and addressing gaps in the system.

It implied that students acknowledged the significance of clear accountability structures and the need for ongoing improvements to meet emerging learning needs and demands.

Table 9

Level of Perception of the Student- Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Accountability and Continuous Improvement

Indicators	Grade 7 Students		Grade 8 Students	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Make sure that roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders in line with the Continuous Improvement Plan of the school. <i>(Tiyakin na ang mga tungkulin at responsibilidad ng mga taong may pananagutan at mga kolektibong katawan ay malinaw na itinakda at napagkasunduan ng mga stakeholder ng komunidad alinsunod sa Continuous Improvement Plan ng paaralan.)</i>	4.00	Agree	4.18	Agree
Confirm that achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action in line with the Continuous Improvement Plan of the school. <i>(Kumpirmahin na ang pagkamtay ng mga layunin ay kinikilala batay sa isang sistemang pampagganap na binuo nang magkakasama; ang mga kakulangan ay tinutugunan sa pamamagitan ng angkop na hakbang alinsunod sa Continuous Improvement Plan ng paaralan.)</i>	3.80	Agree	3.64	Agree
Ensure that the accountability system owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community in line with the Continuous Improvement Plan of the school. <i>(Tiyakin na ang sistemang pananagutan na pag-aari ng komunidad ay patuloy na pinapalakas upang matiyak na ang mga istruktura at mekanismo ng pamamahala ay tumutugon sa mga umuusbong na pangangailangan at hinihingi ng komunidad ayon sa Continuous Improvement Plan ng paaralan.)</i>	3.90	Agree	4.09	Agree
See to it that accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon in line with the Continuous Improvement Plan of the school. <i>(Tinitiyak na ang mga pamantayan at kasangkapan sa pagtataya ng pananagutan, mga mekanismo ng feedback, at mga teknik at proseso ng koleksyon at pagpapatunay ng impormasyon ay inklusibo at binuo nang magkakasama at napagkasunduan alinsunod sa Continuous Improvement Plan ng paaralan.)</i>	3.60	Agree	4.09	Agree
Make certain that participatory assessment of performance is done regularly with the community in line with the Continuous Improvement Plan of the school. <i>(Tinitiyak na ang pagsusuri ng pagganap na may partisipasyon mula sa komunidad ay isinasagawa nang regular alinsunod sa Patuloy na Planong Pagpapabuti ng paaralan.)</i>	3.50	Agree	3.82	Agree
Average Mean	3.76	Agree	3.96	Agree

Legend:

4.21 – 5.00	Strongly Agree	1.81 – 2.60	Disagree
3.41 – 4.20	Agree	1.00 – 1.80	Strongly Disagree
2.61 – 3.40	Fairly Agree		

Table 10 shows the level of perception of student respondents regarding the best practices in managing resources during the consolidation camp in District IV of Quezon. The average mean for Grade 7 students was 3.74, while Grade 8 students had a higher mean of 3.89, both within the "Agree" category. Grade 7 students agreed with the importance of conducting regular resource inventories (mean: 3.80), and Grade 8 students demonstrated higher agreement, ensuring effective monitoring and management systems (mean: 4.09). Both groups valued the importance of collaborating with community stakeholders to ensure the judicious use of resources relevant to Science education.

It implied further that students recognize the importance of efficient resource management, especially in terms of collaboration and continuous monitoring.

Table 10

Level of Perception of the Student - Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Management of Resources

Indicators	Grade 7 Students		Grade 8 Students	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the regular resource inventory is collaboratively undertaken by Science Coordinators, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization. (<i>Tiyakin na ang regular na imbentaryo ng mga mapagkukunan ay isinasagawa nang magkakasama ng mga Science Coordinators, mga guro ng pagkatuto, at mga kasapi ng komunidad bilang batayan para sa pamamahagi at mobilisasyon ng mga mapagkukunan.</i>)	3.80	Agree	3.82	Agree
Make sure that there is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans relevant to Science. (<i>Siguraduhin na mayroong regular na diyalogo para sa pagpapalano at programming ng mga mapagkukunan na bukas at inklusibo, upang patuloy na ma-engganyo ang mga kasapi ng komunidad at masuportahan ang implementasyon ng mga plano ng edukasyong pangkomunidad na may kaugnayan sa agham.</i>)	3.50	Agree	3.64	Agree
Verify that a community-developed resource management system drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources relevant to Science. (<i>Tiyakin na mayroong isang sistema ng pamamahala ng mga mapagkukunan na binuo ng komunidad na nagtataguyod ng tamang asal ng mga kasapi ng komunidad upang matiyak ang maingat, angkop, at epektibong paggamit ng mga mapagkukunan na may kaugnayan sa agham.</i>)	3.9	Agree	4.09	Agree
Conduct regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders relevant to Science. (<i>Magsagawa ng regular na proseso ng pagmamanman, pagsusuri, at pag-uulat ng pamamahala ng mga mapagkukunan na binuo nang magkakasama at ipinatutupad ng mga tagapamahala ng pagkatuto, mga guro ng pagkatuto, at mga kasapi ng komunidad na may kaugnayan sa agham.</i>)	4.00	Agree	4.09	Agree
Verify a system that monitors the network and linkages to strengthen and sustain partnerships for improving resource management. (<i>Tiyakin ang isang sistema na nagmomonitor sa mga ugnayan at koneksyon upang palakasin at mapanatili ang mga partnership para sa pagpapabuti ng pamamahala ng mga mapagkukunan.</i>)	3.50	Agree	3.82	Agree
Average Mean	3.74	Agree	3.89	Agree
Legend:				
4.21 – 5.00 Strongly Agree		1.81 – 2.60 Disagree		
3.41 – 4.20 Agree		1.00 – 1.80 Strongly Disagree		
2.61 – 3.40 Fairly Agree				

Table 11 presents the perceptions of teachers and school heads regarding leadership and governance practices in the consolidation camp in District IV of Quezon. Results indicated that both teachers and school heads generally agreed with the leadership practices, with teachers having an average mean of 4.06 and school heads scoring slightly higher at 4.10, both falling within the "Agree" category. Teachers strongly agreed with the development of a shared vision and mission (mean: 4.21), while school heads agreed with the importance of facilitating regular information and feedback sharing (mean: 4.25).

It implied that both groups agreed on the importance of ensuring active stakeholder participation in policy formulation and creating organizational structures, promoting ownership of educational goals. In addition, the importance of shared leadership and governance in the effective implementation of the consolidation camp was given consideration.

Table 11

Level of Perception of the Teachers and School - Heads Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Leadership and Governance

Indicators	Teachers		School Heads	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Allows the development of a shared vision, mission, and goals (VMG), which reflects the aspirations and thrusts of the community in line with the given policies of the Consolidation camp.	4.21	Strongly Agree	4.25	Agree
Ensure that stakeholders actively participate, through dialogue and/or consensus-building, in formulating relevant policies and guidelines in conducting regularly reviewed updating of community initiatives in line with the given policies of the Consolidation camp.	4.07	Agree	4.00	Agree
Make certain that the organizational structure for education governance promotes ownership of goals and that members assume particular roles and responsibilities to carry out initiatives in line with the policies of the Consolidation camp.	3.93	Agree	4.00	Agree
Set out that the community facilitates the development of an education plan based on its vision, direction, and aspirations in line with the given policies of the Consolidation camp.	3.93	Agree	4.00	Agree
Ensure that the governance practices facilitate regular information and feedback sharing on the progress of the education development program in line with the given policies of the Consolidation camp.	4.14	Agree	4.25	Agree
Average Mean	4.06	Agree	4.10	Agree

Legend:

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

2.61 – 3.40 Fairly Agree

1.81 – 2.60 Disagree

1.00 – 1.80 Strongly Disagree

Table 12 presents the perceptions of teachers and school heads regarding curriculum and learning strategies in the consolidation camp. The teachers had an average mean of 4.11, while school heads scored an average mean of 4.10, both falling within the “Agree” category. Teachers strongly agreed with the localization and cultural relevance of the curriculum (mean: 4.29), while school heads agreed strongly with the regular monitoring of learning systems (mean: 4.25).

It implied that both groups agreed on the importance of continuously reviewing and improving assessment tools, ensuring alignment with student and community needs. These results emphasized the significance of a curriculum that is responsive to both local and developmental needs, as well as the need for continuous improvement in assessment practices.

Table 12

Level of Perception of the Teachers and School Heads Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Curriculum and Learning Strategies

Indicators	Teachers		School Heads	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the implemented curriculum is right-based, inclusive, culturally, and developmentally appropriate to the needs and interests of the learners and community in line with the Most Learning Competencies.	4.14	Agree	4.00	Agree
Ensure that the implemented curriculum is localized, relevant to community life, consistent with the vision, mission, and goals, and oriented towards individual and community well-being in line with the Most Learning Competencies.	4.29	Strongly Agree	4.25	Strongly Agree
Make sure that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community in line with the Most Learning Competencies.	4.00	Agree	4.25	Strongly Agree
Ensure that the appropriate assessment tools for teaching and learning are continuously reviewed and improved in line with the Most Learning Competencies.	4.00	Agree	4.00	Agree

Ensure that the assessment results are contextualized to the learner and local situation and the attainment of relevant life skills in line with the Most Learning Competencies.	4.14	Agree	4.00	Agree
Average Mean	4.11	Agree	4.10	Agree
Legend:				
4.21 – 5.00 Strongly Agree	1.81 – 2.60 Disagree			
3.41– 4.20 Agree	1.00 – 1.80 Strongly Disagree			
2.61 – 3.40 Fairly Agree				

Table 13 shows the perceptions of teachers and school heads on accountability and continuous improvement in the consolidation camp. Both groups strongly agreed with the accountability practices, with teachers scoring an average mean of 4.39 and school heads scoring an average mean of 4.35, both within the "Strongly Agree" category. Teachers strongly agreed with the continuous enhancement of accountability systems (mean: 4.57), while school heads strongly agreed with recognizing the achievement of goals and addressing gaps (mean: 4.50).

It implied that both groups expressed strong agreement with the need to clearly define roles and responsibilities, as well as to regularly assess performance. In addition, the commitment of both teachers and school heads to maintaining robust accountability systems and fostering continuous improvement in educational practices was emphasized.

Table 13
Level of Perception of the Teachers and School Heads Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Accountability and Continuous Improvement

Indicators	Teachers		School Heads	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Make sure that roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders in line with the Continuous Improvement Plan of the school.	4.21	Strongly Agree	4.25	Strongly Agree
Confirm that achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action in line with the Continuous Improvement Plan of the school.	4.21	Strongly Agree	4.50	Strongly Agree
Ensure that the accountability system owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community in line with the Continuous Improvement Plan of the school.	4.57	Strongly Agree	4.50	Strongly Agree
See to it that accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon in line with the Continuous Improvement Plan of the school.	4.50	Strongly Agree	4.25	Strongly Agree
Make certain that participatory assessment of performance is done regularly with the community in line with the Continuous Improvement Plan of the school.	4.43	Strongly Agree	4.25	Strongly Agree
Average Mean	4.39	Strongly Agree	4.35	Strongly Agree
Legend:				
4.21 – 5.00 Strongly Agree	1.81 – 2.60 Disagree			
3.41– 4.20 Agree	1.00 – 1.80 Strongly Disagree			
2.61 – 3.40 Fairly Agree				

Table 14 highlights the perceptions of teachers and school heads on the management of resources during the consolidation camp in District IV of Quezon. Both groups of respondents strongly agreed with the management of resources practices, with teachers scoring an average mean of 4.27 and school heads scoring a mean of 4.30, both within the "Strongly Agree" category. Teachers strongly agreed with the need for collaborative resource programming (mean: 4.29) and effective resource inventory management (mean: 4.29). In contrast, school heads strongly agreed with the importance of engaging stakeholders in regular planning dialogues (mean: 4.50).

It implied that both groups emphasized the need for continuous monitoring, evaluation, and reporting processes in managing resources effectively. These results indicate that both teachers and school heads place high importance on the efficient management of resources and collaborative approaches in ensuring the success of the consolidation camp.

Table 14

Level of Perception of the Teachers and School Heads Respondents on the Best Practices in Implementing the Consolidation Camp in District IV of Quezon in Terms of Management of Resources

Indicators	Teachers		School Heads	
	Mean	Verbal interpretation	Mean	Verbal interpretation
Ensure that the regular resource inventory is collaboratively undertaken by Science Coordinators, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization.	4.29	Strongly Agree	4.25	Strongly Agree
Make sure that there is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans relevant to Science.	4.29	Strongly Agree	4.50	Strongly Agree
Verify that a community-developed resource management system drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources relevant to Science.	4.21	Strongly Agree	4.25	Strongly Agree
Conduct regular monitoring, evaluation, and reporting processes of resource management that are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders relevant to Science.	4.21	Strongly Agree	4.25	Strongly Agree
Verify a system that monitors the network and linkages to strengthen and sustain partnerships for improving resource management.	4.36	Strongly Agree	4.25	Strongly Agree
Average Mean	4.27	Strongly Agree	4.30	Strongly Agree

Legend:

4.21 – 5.00 Strongly Agree

3.41 – 4.20 Agree

2.61 – 3.40 Fairly Agree

1.81 – 2.60 Disagree

1.00 – 1.80 Strongly Disagree

Table 15 presents the significant difference in the level of perception of the parents, students, teachers and school heads in best practices in implementing the Consolidation Camp in District IV of Quezon. The data revealed that there were statistically significant differences in the level of perception among parents, students, teachers, and school heads of best practices in implementing the Consolidation Camp in District IV of Quezon.

Specifically, in all four categories the Leadership and Governance, Curriculum and Learning Strategies, Accountability and Continuous Improvement, and Management of Resources—the F-values exceed the F-critical value of 2.621, with corresponding p-values all at 0.000. The null hypothesis that there is no significant difference in the level of perception of the parents, students, teachers, and school heads in best practices in implementing the Consolidation Camp in District IV of Quezon is rejected, confirming that the differences in perception among the various stakeholder groups were significant.

It revealed the importance of fostering inclusive dialogue and consistent communication among all stakeholders, ensuring shared understanding and effective implementation of best practices in educational programs like the Consolidation Camp.

Table 15

The Significant Difference in the Level of Perception of the Parents, Students, Teachers, and School Heads in Best Practices in Implementing the Consolidation Camp in District IV of Quezon

Best Practices	Source of Variation	SS	df	MS	F	P-value	F crit	Int	Decision
Leadership and Governance	Between Groups	1.018	5	0.204	14.168	0.000	2.621	Significant	Reject Ho
	Within Groups	0.345	24	0.014					
	Total	1.363	29						
Curriculum and Learning Strategies	Between Groups	1.460	5	0.292	10.684	0.000	2.621	Significant	Reject Ho
	Within Groups	0.656	24	0.027					
	Total	2.116	29						
Accountability and Continuous Improvement	Between Groups	2.280	5	0.456	13.875	0.000	2.621	Significant	Reject Ho
	Within Groups	0.789	24	0.033					
	Total	3.069	29						

Management of Resources	Between Groups	2.298	5	0.460	15.947	0.000	2.621	Significant	Reject Ho
	Within Groups	0.692	24	0.029					
	Total	2.989	29						

Part 4. Best Practices in Implementing the Consolidation Camp in District IV of Quezon.

Table 16 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on Leadership and Governance by Grade 7 and Grade 8 Parents in terms of leadership and governance. Teachers played a central role not only in teaching but also in initiating and promoting the camp, which showcased their dedication and deep concern for student learning. Parents observed the commitment of Science teachers, and this helped build trust and support for the program. School leaders also demonstrated strong engagement by using data, organizing meetings, and ensuring that the camp was aligned with DepEd orders. Regular and well-explained meetings helped parents understand the benefits of the program, which encouraged participation and cooperation. The principal's active and transparent leadership was praised, particularly for being approachable and hands-on. The school's organized system—from planning to issuing certificates—created a smooth and trustworthy experience for all stakeholders.

These practices implied that strong, collaborative leadership, clear communication, and visible teacher involvement were crucial for the success and sustainability of school-based programs like the Consolidation Camp.

Table 16

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Leadership and Governance by Grade 7 and Grade 8 Parents

Theme	Sub-theme	Grade 7 Parents	Grade 8 Parents
Leadership and Governance	Teacher's Role in Camp	As far as I know, it was their Science teacher who pushed this camp. (Ang alam ko po ay ang teacher ng Science ang nagsulong ng camp.)	Teachers had good interpersonal relationship with us. (Maayos po ang pakikitungo ng guro sa amin.)
	Teacher's Dedication	Science teachers tend to be more enthusiastic and compassionate. (Mas naging masigasig po yung teacher sa Science. Ramdam ko yung malasakit at dedikasyon.)	Intelligent and experts Science teachers had good governance. (Maganda po ang pamamalakad. Matalino at bihasa ang mga guro.)
	Leadership Engagement	There were list of participants and we had meetings prior to the learning camp. (May listahan po na galing po sa data ng paaralan tapos may meeting bago mag umpisa ang camp.)	Since ours was considered a big school, we appreciate the School Head's leadership engagement and we thought that time and efforts are not wasted at all. (Palibhasa po ay malaking school, minamagaling namin ang namumuno ng school. Meron pong sistema kaya hindi nasayang ang panahon at pagod ng lahat.)
	Communication and Meetings	We were told of the camp's benefits everytime we had meetings. (Nagpapatawag ng pulong ay may kasama laging pagpapaliwanag ng benepisyo sa pagsali sa camp.)	I was told that everything was in line with DepEd Orders. (Sinabi po sa meeting na lahat ay nasa DepEd Order.)
	Meeting Attendance	We met them during meetings. (Maayos naman po. Nakilala po namin sila tuwing nagpapatawag sila ng meeting.)	Teachers and the school head explained to us clearly regarding the camp. (Magaling po magpaliwanag ang principal at guro sa ganap na camp.)
	School System and Organization	It was systematic and good from the beginning of the camp until our children received certification of completion. (Maayos po at nilapatan ng sistema mula sa umpisa hanggang bigyan po sila ng sertipiko.)	The school head exhibited systematic and fine management of the learning camp. (Maayos po ang pamamalakad ng principal sa school.)
	Principal's Leadership	Maybe because the school principal is young that is why she was enthusiastic in promoting the learning camp; same with teachers. (Bata pa po ang principal kaya siguro po masigasig pa sa pagsusulong ng consolidation camp. Pati guro po ay ok din.)	
	Signing of Documents	I readily agreed so I signed the parent's permit at once. (Pinirmahan ko po agad ang permit at pumayag po agad ako.)	

Table 17 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on curriculum and learning strategies by Grade 7 and Grade 8 Parents. The implementation of the Consolidation Camp in District IV unveiled effective curriculum delivery and learning strategies that positively impacted student behavior and academic performance. Parents observed that teachers played a crucial role not only in instruction but also in nurturing student growth with dedication and care. Evidence of student learning was noted through organized outputs and noticeable improvements in academic engagement, performance, and discipline. Many students, previously disengaged or unmotivated, began completing assignments, showing interest in learning, and demonstrating better attendance. Parents also noticed increased self-discipline and enthusiasm in their children, with some even becoming more responsible and motivated to study on their own. These changes reflected the effectiveness of the camp's structured, learner-centered approach.

It implied that well-designed enrichment programs, supported by committed teachers and relevant instructional activities, led to significant academic improvement and character development. Schools should continue implementing such camps, incorporating hands-on learning and personalized support to sustain and further enhance student progress.

Table 17

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Curriculum and Learning Strategies

Theme	Sub-theme	Grade 7 Parents	Grade 8 Parents
Curriculum and Learning Strategies	Teacher's Role in Learning	Teacher knew better than I do so just ask her. (Mas alam ni mam kaya sya na lang po ang tanungin nyo.)	As far as I know, teacher's service and compassion contributed to our child's learning and development. (Sa pagkakaalam ko po ay binigyan din ni sir ang serbisyo at malasakit sa paraang naka ambag sa pagkatuto at paglago ng kaalaman ng mga bata.)
	Student's Learning and Progress	Compiled outputs and evidence are in the portfolio for a systematic and satisfying assessment system. (Nasa compiled outputs po ang evidences. May sistema at may bunga kalugod lugod).	I observed so may positive changes in my child's academic learning. (Marami poakong napansin positibong nabago sa akademikong pag aaral ng aking anak.)
		My child displayed improved performances and outputs. (Malaki ang ipinagbago, naging maganda ang kanyang performance, laging may outputs na ginawa.)	More organized. I could feel the improvement and development not only in academics but also in terms of humanity and respect as well. (Mas organisado. Ramdam ang pagkatuto at paglago ng apo namin hindi lang sa akademiko pati na rin sa mga bagay na makatao/paggalang.)
		He used to be lazy and always play games on line. I observed that he has eventually doing his assignments and now interested to learn. (Napansin ko po parang unti unti gumagawa ng takdang aralin ang anak ko na dati ay tamad, puro laro sa cellphone, nakikita ko din na interesado mag aral.)	Slowly but surely. I hope that, somehow he'll be able to catch up. (Sabi nga ay slowly but surely. Kahit paano ay makahabol.)
	Absenteeism and Engagement	Reading and mastery in Science experiments and laboratory activities. (Nagpapabasa at natuto ng pagbasa sa Science. Experiment/laboratory activity at iba pang activities.)	He seldom skips classes now. Madalang na po ngayon mag-absent sa klase.
	Improvement in Performance	I think his learning has improved and had his own stories to be shared regarding learning. (Sa tingin ko po ay may pag-unlad sa pagkatuto at maganda po ang kwento ng anak ko).	He learned to answer learning activities. (Natuto pong magsagot ng mga aralin.)
		They were anchored in memorandum including learning competencies to improve rating and performances. (Naka angkla daw po sa memorandum kaya pati paglago ng kaalaman ng bata para maimprove ang performance o grades ng bata.)	My child was able to learn. (Natuto po ang anak ko.)
	Active Participation	It's funny that my child became enthusiastic to learn now compared before during regular classes. The learning camp worked well when it	My child showed eagerness to study. (Naging masipag po mag-aral.)

	comes to learning. (Nakakatuwa po na masigasig ang anak ko kumpara noong regular na pasok. Ang camp na iyon ay mabisa sa pagkatuto ng mga bata.)	
Self-Discipline and Motivation	He used to have low rating in Science before but his grades have improved which means that he had learnt from the camp. (Sabi ko nga ay mababa ang mga grades sa Science dati, ngayon ay okey na, Meron pong natutunan sa camp.)	I observed that he is now getting along with his studies. (Basta po nakitaan ko ng pag-aayos sa pag-aaral ang anak ko.)
Student's Enthusiasm	I know that my child is now excited to attend his classes now and the camp has helped him. (Basta ang alam ko ay masigla ang anak ko pag pasok sa klase at natuto naman dahil diyan sa camp na yan.)	My child is now doing his Science activities willingly, voluntarily. (Nagkukusa na pong mag sagot ng kaniyang aralin.)

Table 18 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on the Accountability Measure by the Grade 7 and Grade 8 Parents. The successful implementation of the Consolidation Camp was strongly supported by parental accountability, which played a key role in the program's effectiveness in critical understanding Science lessons. Parents actively participated by attending meetings, signing permits, and consistently supporting their children with food, fare, and transportation. Many parents expressed a deep sense of responsibility and willingly committed to the program, recognizing its value for their child's academic improvement. Their involvement extended beyond basic requirements—some even adjusted their schedules and routines to personally accompany their children to and from school. This strong parental engagement demonstrated a clear understanding of their role in the learning process.

It implied that fostering a sense of shared responsibility between school and home enhances student participation and program success. Clear communication of expectations, roles, and benefits helped strengthen this partnership, making it essential for schools to maintain open dialogue and support systems that actively involve parents in educational initiatives.

Table 18

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Accountability Measures by the Grade 7 and Grade 8 Parents

Theme	Sub-theme	Grade 7 Parents	Grade 8 Parents
Accountability Measure	Parental Support and Involvement	I regularly gave him allowance and I used to attend the meetings. (Binibigyan ko naman ng baon, at nakakadalo ako sa meeting.)	I signed the parent's permit. (Pumirma po ako sa permit.)
		I supported my child to the best of my ability for his own sake. (Sinoportahan ko ang aking anak sa abot ng aking makakaya para sa kanyang kapakanan.)	I made sure that he has allowance for food and fares. (Tiniyak ko po n palagi po siyang may baon pang pagkain at pamasaha.)
	Commitment to the Program	In my own ways, I was able to give what I can and I accept him for what he can't. (Sa sarili kong paraan ay naibigay ko ang aking makakaya bilang magulang, alam ko kung ano lang ang kaya ng anak ko at tanggap ko yun.)	I was hesitant at first but later agreed. No regrets though. (Noong una po ay ayaw kong pumayag pero ung nagpatawag ng meeting ay naengganyo kami. Hindi naman nakakapagsisi.)
		Foremost, I was glad that there is learning camp like this despite vacation so I stood by being a father and guardian as stipulated in the parent's permit. (Unang una po ay natuwa ako bagamat bakasyon, kaya pinangatawan ko na yung pagkakatay at paggabay kaugnay ng nakalagay sa parent permit.)	We dropped him off to school and pick him up to bring him home. That alone is a way of supporting our child. (Hatid-sundo po namin. Dun pa lang po ay nakasuporta na kami.)
	Acknowledgment of Parent's Role	Just by signing the parent's permit is already proof of our support. We gave our full support and responsibility willingly as parents for his own good. (Pagkapirma nalang ay patunay na suporta na. Ang responsibilidad ko bilang magulang ay aking ibinigay ng kusa at para din sa anak namin.)	We understood and just gave our trust to the learning camp. Inunawa ko nalang po at ipinagkatiwala ang pagkatuto ng aking anak sa camp na yun.
		I have full support as parent. (Full support po ako bilang magulang.)	I supported in any way. (Suportado ko naman sa anumang paraan.)

Parent's Practical Involvement	We dropped her off at school and picked her up to bring her home. (Hatid-sundo po namin.)	We dropped her off at school and picked her up to bring her home so we could make sure that she was safe. (Hinahatid at sundo po namin para nakakauwi ng maayos.)
Parental Awareness and Understanding	Before we signed the parent's permit, school personnel made clear of program and our responsibilities along with liabilities. (Bago pinapirmahan ang permit ay nilinaw muna yung programa at responsibilidad namin kasama yung pananagutan. Suportado ko naman.)	

Table 19 presents the best practices for implementing the Consolidation Camp in District IV of Quezon, focusing on Management Resources by Grade 7 and Grade 8 Parents. The effective management of resources was a key factor in the successful implementation of the Consolidation Camp in District IV of Quezon. Parents appreciated the financial transparency of the program, which helped build trust and confidence in the school's leadership. While some Grade 7 parents initially lacked awareness about the camp, they later recognized that it was a free initiative supported by the school and stakeholders. Inclusivity was also evident, as schools engaged not only parents but also external stakeholders who provided additional support and resources. Parents noted that materials, reading supplements, and even snacks were provided, contributing to a well-rounded learning experience. Feedback mechanisms, such as surveys and regular updates, ensured that parents remained informed and involved.

It implied that transparent communication, inclusive planning, and resource provision are essential for building community trust and maximizing program participation. Schools should continue to prioritize openness and collaboration with all stakeholders to maintain effective resource management and program sustainability.

Table 19

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Management Resources by Grade 7 and Grade 8 Parents

Theme	Sub-theme	Grade 7 Parents	Grade 8 Parents
Management of Resources	Lack of Awareness	I have no idea. (Wala po akong ideya.)	This learning camp is free. (Libre po ang camp.)
	Financial Transparency	Management of financial resources is transparent. (Transparent naman po ang pamamahala ng pinansyal na inagkukunan at pinagkakagastusan.)	There was transparency in terms of management. (Transparent po sa pamamahala.)
	Inclusivity of Stakeholders	As far as I know, even stakeholders were considered to have dialogues, not just parents. (Sa pagkakaalam ko ay hindi lamang kaming mga magulang ang kabilang sa kinausap pati stakeholder.)	This program ran smoothly not only because this was supported by stakeholders but also because they have their own funds. (Meron po silang sariling pondo, palibhasa malaking school. Suportado ng stakeholders ang programa kaya magaan.)
	Provision of Food & Materials	My child said that is not only his mind is full, breads were also free. Hindi lang pala isip ang mabubusog sa kwento ng anak ko, libre tinapay din po	Teachers did not only provide teaching materials but reading materials as well. (Nagpoprovide po ng mga materyales na gagamitin ang mga estudyante. Nagbibigay po mga babasahin ang mga guro.)
	Feedback & Communication	Feedback forms for us, parents, were distributed to be filled in regarding the camp. (Pinuntahan kami mga parents at may feedback form na sinagutan tungkol sa camp.)	We were giving feedbacks about financial issues so it's okay. (Nag uulat po sa amin tungkol sa financial kaya ayos lang po.)
	Teacher Appreciation	We are grateful to teachers because they give foods as reward. (Nagpapasalamat po ako sa teacher dahil nagbibigay daw po ng pagkain bilang premyo.)	
	Experience with Free Camp		Based on our experience, this camp is for free. (Sa karanasan po namin ay libre po ang camp.)

Table 20 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on Continuous Improvement by Grade 7 and Grade 8 Parents. Parents from both Grades 7 and 8 strongly expressed the desire for the program to be conducted annually, reflecting its perceived effectiveness and positive impact on students. Many appreciated the open communication and collaboration between teachers and parents, as well as the clarity and transparency of the processes involved. The involvement of external stakeholders like the LGU and PTA was recognized as a major contributor to the program's success, encouraging a more community-based approach. Teachers were praised not only for their instructional efforts but also for their compassion and encouragement, which left a lasting impression on parents. The use of creative, interactive learning methods and the showcasing of students' compiled outputs also enhanced parental appreciation.

It implied that to sustain and scale such programs, schools must continue to foster strong partnerships, maintain transparent communication, and support teacher innovation. Institutionalizing feedback loops and expanding stakeholder engagement, which drive consistent improvement and long-term program success.

Table 20

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Continuous Improvement by Grade 7 and Grade 8 Parents

Theme	Subtheme	Grade 7 Parents	Grade 8 Parents
Continuous Improvement Process	Program Continuity & Expansion	We wish to have more of this kind of program every year. (Sana po ay magkaroon po ng ganitong programa taon-taon.) We support again if ever there will be learning camp again. (Magbibigay po ng suporta kung sakaling magkaroon ulit.)	We hope to have more learning camps like this. (Sana po ay magkaroon pa ng maraming camp na kagaya nito.) We hope to have the same kind of program next school year. (Magkaroon pa sana next school year na programang ganito.)
	Lack of Awareness	I have no idea. (Wala po akong ideya.)	
	Teacher Appreciation & Impact		Her teacher's humanity and being good left a mark, wishing all teachers will be like him. (Tumatak po sa akin ang pagiging makatao at mabuti ni sir, sana po ay lahat ng teacher ay gaya niya.)
	Communication & Collaboration	Communication between teachers and parents; open dialogue about the learning camp. (Komunikasyon sa magulang at teacher at bukas na pag-uusap tungkol sa camp.)	For me, communication between teachers and parents is equally important. (Para sa akin po ay komunikasyon sa pagitan ng teacher at magulang importante po iyon.)
	Transparency in Process	Right process and clear explanation to understand one another. (Tamang proseso at pagpapaliwanag ng mabuti para maunawaan ng bawat isa.)	
	Support from Stakeholders (LGU, PTA, etc.)	I realized that any program will succeed if LGU, PTA and community will be considered. (Napagtanto ko na totoo pala na mas maging matagumpay ang programa kapag isinama ang LGU, PTA at komunidad.)	Magbibigay po ulit ng suporta sa paaralan
	Teacher Involvement & Encouragement		We wish to have teachers will support this learning camp. (Sana po ay marami pang guro ang magbigay ng suporta sa camp na ito.)
	Creative & Interactive Learning Methods	Use of multimedia presentation and games related to lessons are fun. (Paggamit daw po ng mga pinapalabas sa TV na may kinalaman sa leksyon at paggamit ng games ay masaya.)	
	Student Learning Beyond the Camp	They were taught to learn and we wish to have that even without the camp. (Sila po ay tinuturuan para matuto, ganun po sana kahit walang camp.)	
	Parental Consent & Involvement	Aside from selecting the camp participants, we also had a dialogue about the camp regarding parent's permit. (Bukod sa pagpili ng sasali sa camp, nagmiting din po tungkol sa permit namin bilang magulang.)	

Appreciation for
Organized Outputs

I like that they showed us our student's compiled outputs. (Gusto ko po yung naka-compile yung mga outputs nila tapos ipinapakita sa aming mga magulang.)

Achievement of
Objectives

We are happy to know that suggested targets were met. (Nakakatuwa nasunod ang nakalatang na targets.)

Table 21 shows the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on leadership and governance for Grade 7 and Grade 8 students. Students valued the program's strong promotion and support, the teachers' and principals' capable leadership, and the interesting Science lessons. Additionally, they emphasized the active participation of school administrators, equitable assessment practices, inclusive treatment, and acknowledgment through graduation and awards.

It implied that the camp's success was largely due to the supportive instruction and strong leadership that fostered a welcoming and inclusive learning environment that improved students' comprehension of Science.

Table 21

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Leadership and Governance for Grade 7 and Grade 8 Students

Theme	Sub-theme	Grade 7 Students' Answers	Grade 8 Students' Answers
Leadership and Governance	Support for the Program / Promotion	The promotion for this program was okay, emphasizing the benefits and learning we could have if we joined the camp. (Ok naman po ang pagsusulong ng Consolidation Camp. Kinakampanya po sa school ay maraming benepisyo at pagkatuto kapag sumali sa camp.)	Our teachers really taught and provided us Science activities that we learned through Consolidation camp. (Nagturo naman talaga ang mga teacher sa Science at nagpapa-activity, nakita ko na nagkaroon dito ng Consolidation Camp.)
	Effective Leadership by Principals/Teachers	Our School Principal is an effective leader and good at soliciting funds for the camp. (Mahusay po ang pamumuno ng aming principal at guro dahil nagagawa po nila mapasunod ang lahat maisakatuparan lang ang Learning Camp na ito. Magaling po yung principal namin, nakapangalap pa ng pondo).	Teachers and the Principal are okay in terms of leadership and governance. They organized meetings and secured parents' permits. (Okay naman po ang kanilang pamumuno. Supportive naman po yung teacher at principal. Ang School Head at guro po namin ang nag-aabala noon sa pa meeting at pa-permit.)
	Teacher Engagement & Instruction	Our teachers are supportive and efficient so there were improvements in teaching-learning processes. (Ok naman po si sir at ma'am, ok po ang suporta at maganda ang pagtuturo.) Opo, maayos naman po ang pagtuturo ng guro namin sa Science, nagpapa-activities at nag-improve kami.)	For me, teachers here are efficient who helped us learn Science concepts we didn't know. (Para sa akin ay nagtuturo po nang maayos ang mga guro sa Agham. Sa aking palagay, ok naman po ang mga guro dito, nagtuturo at tumutulong kung di alam ng estudyante.)
	Visibility & Involvement of Leaders	The school head roved around to observe. It was good that I was considered a graduate even though I had absences. (Nagiikot or observe po ang School Head at Principal. Mabait po yung namumuno ng camp kahit absent ako, isinali pa rin ako sa graduation.)	Involvement of teachers and the school head is visible, they roved around to seek information about our improvements during the camp. (Maayos po ang pamamalakat. Ang School Principal ay nag-uulat at ang teacher sa Science ay nagtuturo lagi. Nagiikot sila para mangalap ng info tungkol sa aming kakayahan.)
	Transparency and Fairness		Not just merely memorizing is being analyzed. Transparency, improvements, and fairness were also analyzed. (Hindi lang po pagmimemoria ang tinitingnan. Inaalang rin po ang kalagayan namin sa school. May pakialam daw po ang namumuno sa aming pag-unlad.)
	Positive Treatment & Inclusiveness	Positive treatment and inclusiveness are visible. (Maayos at magaganda ang pakikitungo sa bawat mag-aaral, at nagbibigay aral din po sila.)	Our teachers were so good to us they did not scolded us nor not became sulky. (Sinabi ni sir na lahat kami ay kabilang, kasali, at kasabay sa pagkatuto. Hindi kami sinungitan.)
	Recognition & Incentives	During graduation, they gave us free shirts and certificates of completion even though some of us had absences. (Nung graduation po kahit may absent, at may libreng t-shirt at sertipiko.)	We usually get prizes. (May pa-premyo lagi.)
	Unaware/Neutral Feedback	I don't know. (Di ko po alam.)	

Table 22 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on Curriculum and Learning Strategies for Grade 7 and Grade 8 students. They appreciated the strong support, clear communication, and inclusive approach in implementing the Consolidation Camp. They praised the active involvement of principals and teachers, especially in organizing, teaching Science effectively, and supporting struggling learners. Students also valued the fairness of the program, the visible leadership, and the simple incentives that boosted their morale. These suggest that effective leadership, inclusive practices and consistent teacher support play a key role in creating a positive and engaging learning environment.

Table 22

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Curriculum and Learning Strategies for Grade 7 and Grade 8 Students

Theme	Sub-theme	Grade 7 Students' Answers	Grade 8 Students' Answers
Curriculum Strategies	Effective Teaching Methods	My teacher's teaching strategy is organized, simple and yet clear, allowing us to learn lessons through multimedia activities. (Organisado po yung pamamaraan ng pagtuturo ni Ma'am – simple pero malinaw. Pinagpapanood po kami ng may kinalaman sa leksyon. Mga gawain sa pagsasanay, gamit ang multimedia.)	My observation is that teaching methods, activities, and strategies are systematic, easy to understand, and effective. I like the reflection part, where we connect lessons to real-life situations. (Aking obserbasyon: maayos ang proseso ng pagtuturo at sistema. May mga activities na nagpapadali ng pag-intindi, gustong-gusto ko po yung may reflection kaugnay sa tunay na buhay.)
	Improved Learning & Academic Growth	I have learned a lot. Seems like it's only now that I can understand Science lessons; thus, our learning has improved. (Natuto po ako sa mga naituro ng guro. Natuto ako ng madami. parang ngayon ko po lang naintindihan yung mga leksyon sa Science. Tumaas ang learning namin.)	Based on test results, our Science learning, reading, and writing skills have improved. (Lumago naman po ang pagkatuto. Gumaling po kami sa pagbasa at pagsulat. Malaki daw po ang improvement namin base sa test results.)
	Remediation/ Review of Past Lessons	Our teacher discussed us lessons which we did not understand in Science before. (Itinuro ulit sa amin ng aming guro 'yung mga hindi namin masyado naintindihan sa Science.)	
	Confidence Building	I am not lazy anymore. We can speak in front now and participate in activities. (Hindi na po ako tinatamad. Sumasagot na po kami sa harap at nakikilahok na sa activities.)	We are now confident. Our reading skills have improved, and we can keep pace with those students on the honor roll. (Tumaas ang kumpiyansa, bumilis sa pagbasa, nakakasabay na sa honor students.)
	Alignment with MELCs/Spiral Progression	For spiral progression, we are studying lessons anchored on DepEd's Most Essential Learning Competencies wherein we have to understand G7 lessons to be able to readily understand G8 lessons. (Pinag-aaralan daw po namin ay ayon sa MELCs ng DepEd. Spiral daw po kaya kailangan namin maunawaan 'yung G7 lesson para sa G8 readiness.)	
	Post-Activity Reinforcement		Activities always have follow up questions which are easy to understand because our teacher explains whenever there are questions. (Laging may sinusundan na activity na may follow-up questions. Madadali lang dahil ipinaliwanag agad ni Sir kapag may tanong.)
	Observable Student Improvement	Improvements are noticeable because our learnings have also improved. (Tumaas din naman po [ang learning] dahil noticeable yung improvements naming students.)	Based on the test result, ma'am said we have improved a lot and become confident. I can also say Sabi ni Ma'am, malaki daw po ang improvement naming lahat base sa test results. Nakita ko po na gumaling sila at nagkaroon ng kumpiyansa.)
	Self-Realization and Growth	In my own point of view, we have to study harder to gain more knowledge. (Sa aking pananaw, kailangan po naming mag-aral lalo upang mas dumami ang kaalaman.)	
	Uncertain/ Unaware	I don't know. (Hindi ko po alam.)	

Table 23 presents the best practices in implementing the Consolidation Camp in District IV of Quezon, focusing on Accountability Measures for Grade 7 and Grade 8 students. Student responses revealed that accountability was a strong aspect of the Consolidation Camp's implementation. Many Grade 7 and 8 students expressed that they completed the camp successfully and accepted their responsibility as learners. Their consistent attendance and effort reflected a clear understanding of the importance of participation. Some students shared that expectations were explained well by teachers, such as the possibility of not receiving a certificate if they were frequently absent, which motivated them to stay committed. However, a few students admitted they were initially unaware of the camp's purpose or guidelines, highlighting the need for clearer orientation at the start. Despite this, the consensus was that students valued the experience and took the program seriously, contributing to its overall success. This implied that reinforcing accountability through clear communication of expectations, regular guidance from teachers, and recognition of student commitment significantly enhanced participation and learning outcomes. Future implementations should continue to strengthen early awareness and maintain supportive monitoring to ensure that all learners are fully engaged and informed.

Table 23

Best Practices in Implementing the Consolidation Camp in District IV of Quezon, Focusing on Accountability Measures on Grade 7 & Grade 8 Students

Theme	Sub-theme	Grade 7 Students' Answers	Grade 8 Students' Answers
Accountability Measures	Completion & Student Responsibility	We accepted the responsibility, studied and were able to complete the camp. (Natapos po naming ang camp, tinanggap po namin ang responsibilidad, nag-aral po kami.)	All of us who participated the Consolidation Camp have accomplished and received certificates of completion. (Lahat naman po ng sumali ay nakapasa at nakatapos. Lahat po ng sumali sa Consolidation Camp ay nakatanggap ng sertipiko. Sa katinayan ay tinapos po namin lahat.)
	Lack of Awareness/ Understanding	I don't know. I don't understand that. (Hindi ko po alam. Diko po alam. Wala po ako alam. Hindi ko po yan naintindihan.)	I don't know. (Hindi ko po alam yan...repeated several times across entries.)
	Understanding of Expectations/ Terms	Ma'am said that this campmis included in the camp so this learning camp was pushed through. (Sabi po ni ma'am ay kasama daw sa plano ng school ang camp kaya po tuloy-tuloy ang Learning Camp.)	Agreement was further clarified that we won't receive any certificate if we won't attend the camp so we participated until graduation. (Sabi daw po ay wala daw sertipiko pag hindi masyado pumasok. Nilinaw agad ang mga kasunduan kaya po hanggang graduation ay mayroon kami.)
	Value Given to Participation	Everone valued the camp so all of us graduated. (Lahat po ay nakatapos ng Consolidation Camp dahil binigyan po nila ng halaga ang pagpasok sa camp.)	All completers gave the camp an importance by attending thus everyone graduated. (Lahat po ng sumali ay nakatapos dahil binigyan po nila ng importansya ang camp. Lahat po ng sumali ay nakatapos dahil sa kanilang pagpunta palagi.)

Table 24 presents the best practices in implementing the consolidation camp in District IV of Quezon, focusing on the Management of Resources by Grade 7 and Grade 8 Students. They highlighted that they did not have to pay any fees and that all essential materials, such as school supplies, food, and even t-shirts, were provided. These gestures made the program inclusive and eased the financial burden on families. The distribution of resources was seen as fair and thoughtful, with teachers personally assisting students who needed help. Students also perceived the financial management as transparent, with school leaders managing funds properly and avoiding misuse. Although some students admitted they were unaware of the details regarding the school's funding, others shared that their parents had a positive impression of the camp's resource management. This implies that resource transparency and equitable distribution build trust and encourage participation. To further strengthen future programs, schools may consider improving student awareness of how resources are allocated and ensuring continued visibility of support systems in place.

Table 24

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Focusing on the Management of Resources by Grade 7 and Grade 8 Students

Theme	Subtheme	Grade 7 Students	Grade 8 Students
Management Resource	Free Access to Learning/ Camp	It's okay. We didn't pay but we learned. Everything was free. (Okay naman po, libre ang mga estudyante sa pag-aaral. Wala po kami binayaran, natuto pa. Libre po lahat.)	I think it's okay because this is for free. (Wari ko po ay ayos naman dahil libre lahat ng gamit. Basta ang alam ko po ay libre kami lahat, wala pong pinabayaran.)
	Distribution of Resources/ Supplies	Some share things and foods. They had never forsaken us. Our teacher talks to students who live nearby. (May nagsi-share po minsan ng gamit at food. Hindi po kami pinapabayaan, kinakausap po ni teacher yung malapit sa school.)	There were giveaways like food, t-shirts, and school supplies. We enjoyed the incentives whenever we were able to answer the questions (Marami pa po pamigay gaya ng food, t-shirt at school supplies. Enjoy po namin ang mga pa-premyo pag nakakasagot.)
	Transparency & Financial Management	I know that management of resources is good as well as financial management is enough. (Ang alam ko po ay maayos ang pamamahagi ng resources. Sapat ang pamamalakang pinansyal, alam po nila saan bibigyan ng pera.)	Transparency and financial management of the school principal managed funds well. She's not corrupt. Allotted funds really went to school. (Ok naman ang pamamalakad ng principal. Ayos ang pag-gamit ng pondo ng paaralan. Hindi po sya korupt ang mga ginamit, ibinigay talaga sa school.)
	Perception from Family/ Community	Mama and Papa said that management of funds are good. (Balita ko po ay maayos, nasusunod ang kapondohan, sabi po ni mama at papa.)	
	Lack of Knowledge or Awareness	Unclear but suggests confusion. (Wala po ako alam sa pondo. Di ko po alam. Hindi ko po alam. Pondo po? Atom po naminay.)	I don't know. (Hindi ko po alam.)
	Positive View of School Leaders		School management and management of funds/resources on the part of teachers and the school principal is okay. (Ok naman ang guro at principal. Ayos naman ang pamamalakad sa school at sa pinagkukunan ng pondo.)

Table 25 presents the best practices in implementing the consolidation camp in District IV of Quezon, focusing on the Continuous Improvement Process by Grade 7 and Grade 8 students. The students appreciated the active and participatory learning strategies implemented during the Consolidation Camp. Activities such as recitations, role-playing, solo and group reporting, and interactive games helped them engage more confidently, especially in smaller class settings. Multimedia tools like video and YouTube lessons supported the learning process, although many students still preferred direct teacher explanations for better understanding. Creative and hands-on tasks, including projects and experiments, were also well-received, encouraging deeper learning. Regular notebook checking and activity reviews helped reinforce lessons, promoting responsibility and academic focus. Students expressed a strong realization of their role in learning, recognizing the camp's purpose in improving their academic performance and boosting self-confidence. Simple rewards like bread and snacks further motivated participation. Some students were unsure about certain processes, highlighting the need for clearer communication.

It implied that sustained, teacher-led, engaging, and well-structured programs like this are effective and highly valued in enhancing student learning outcomes.

Table 25

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Focusing on Continuous Improvement Process by Grade 7 and Grade 8 Students

Theme	Sub-theme	Grade 7 Students	Grade 8 Students
Continuous Improvement Process	Active & Participatory Strategies	We had fun during activity sessions, reciting, groupings, role-playing, solo reporting, and discussions with our teacher. Though we were only a few, I feel no shame. (Nagre-recitation,	We can relate and have fun during recitation, role-playing, partner/solo reporting, group activities partner/solo reporting, group activities, and peer teaching. (Meron po kami recitation, role playing,

	groupings, role-playing, solo reporting, discussions with Ma'am. Masaya po pag nag-aactivity at kaunti lang kami, di ako nahihiya.)	partner/solo reporting, group activities tambalan sa pagsagot. Masaya po ang pa-activity, nakaka-relate kami.)
Use of Multimedia/ Video Lessons	We've had film viewing in line with Science lessons but I'd appreciate it even more if the teacher explains. (Nanonood ng video lessons kaugnay sa aralin. Mas gusto ko po sana kung si teacher ang nagpapaliwanag.)	We used to watch YouTube/TV lessons. Videos are relatable and help with understanding. (Nanonood ng YouTube/TV lessons. Videos are relatable and help with understanding.)
Hands-on / Creative Learning	They asked us to create exciting activities through Project-making, role-playing, and "learning by doing." (Pinapagawa kami ng creative activities na pampasigla gaya ng Project-making, role-playing, and "learning by doing".)	Project-based tasks, invention experiments, and role-playing. We usually bring books for advanced learning. (Libro daw po ay pinapadala sa bahay for advance learning; Project-based tasks, invention experiments, and role-playing.)
Notebook & Activity Checking	We submit notebooks for every activity to evaluate learning (Nagsusulit sa notebooks. Pagkatapos ng activity may checking para malaman kung naiintindihan.)	Activity notebook checking to reinforce lessons. Notebook tests and advanced learning via take-home books.
Learning Ownership & Realization	I realized that that Consolidation Camp is designed to make s learn ad for our sake. We became focused because learning is our responsibility. (Reyalisasyon ko po na kaya may Consolidation Camp ay para sa aming ikabubuti bilang estudyante. Naging pokus ako sa inaaral dahil may pananagutan kami sa pagkatuto.)	I now understand that this camp has a goal: to learn and be confident in answering. I realize that I have to value this camp. (Nai-intindihan ko na may goal pala ang camp – para matuto kami at mawala ang hiya sa pagsagot. Na-realize ko na dapat bigyang halaga ang camp.)
Encouragement Through Rewards	Ma'am gives us bread as an incentive when we participate during activity. (Nagbibigay po si Ma'am ng tinapay bilang premyo kapag sumasagot. Masaya po kami kapag may prize tuwing activity.)	I like it when Sir provides us Science activities because he gives us bread. (Gusto ko po 'pag pa-activity si Sir at may tinapay na masarap.)
Desire for Teacher-Led Learning	I like it when the teacher explains the lesson, though we have video lessons. (Gusto ko po na si teacher ang nag-eexplain ng lesson kahit may video.)	I like it better when the teacher explains the lesson rather than video lessons alone. (Mas gusto ko po na si teacher ang nagpapaliwanag kaysa video lang.
Unaware/Not Sure	I don't know. (Di ko po alam.)	I don't know that. (Hindi ko po alam yan.)
Vision for Program Continuity	We hope to have more learning camps like this because this program is included in school plans. (Kasali daw po ito sa plano kaya may pag-asa magtuloy-tuloy ang camp sa mga susunod pa.)	

Table 26 presents the best practices in implementing the consolidation camp in District IV of Quezon teachers' and school heads' response in terms of Leadership and governance. Teachers highlighted the importance of turning plans into action, having a shared vision, and leading by example. They also emphasized the need to address diverse student needs and to set measurable outcomes that build leadership and decision-making skills. School heads echoed these points, stressing the value of clear planning, structured program design, and consistent monitoring and evaluation. They also noted the importance of communication, orientation, and aligning the program with the school's goals.

It implied that effective leadership and clear governance are key to the successful implementation of the Consolidation Camp. A shared vision, collaborative planning, and strong communication among teachers, school heads, and stakeholders ensured that the program was well-organized and inclusive. These best practices highlighted the need for continued leadership development and structured planning to sustain and improve the impact of the camp on student learning.

Table 26

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Teachers and School Heads' Response in Terms of Leadership and Governance

Theme	Sub-theme	Teacher's Response	Principal's Response
Leadership and Governance	Action and Responsibility	Turning into action is a blessing. Good governance is a privilege. Everything else follows.	The head practitioner in implementing the consolidation camp in the leadership and governance and validated the results had feedback with the permits and teacher. Evaluated the learner to see if the camp is successful. Had also a seminar and workshop for the persons involved in that camp.
	Leadership and Energy	Good thing that our new School Head is still young and energetic-leading and governing for the sake of the School.	
	Orientation and Planning		
	Shared Vision and Goals	One best practice in our school on the implementation of consolidation camp is to ensure that the school's vision will be attained through shared abilities and aspirations.	Orientation and planning were carefully done.
	Clear Vision and Objectives		
	Measurable Outcomes and Leadership Development	Make defined and measurable learning outcomes that develop leadership skills and decision-making.	
	Diverse Student Needs	Done for students who are different in their needs.	
	Leadership by Example	Define Clear Objectives. Leadership by Example. Assign Leadership Roles.	
	Communication and Planning	Planning and sound communication.	
	Structured Program Design	Implementing Consolidation Camp must align with Clear Objectives and Goals. Structured Program design wherein there will be a well-organized schedule. Strong leadership and decision making where there will be a collaboration within the School Community and Stakeholders. Lastly, the Monitoring and Evaluation where there will be regular assessments and Teacher and Student Feedback.	
			To have a clear vision and objectives and provide opportunities to identify links and concepts across different level competencies.

Table 27 presents the best practices in implementing the consolidation camp in District IV of Quezon teachers' and school heads' responses in terms of Curriculum and Learning Strategies. Teachers emphasized aligning lessons with DepEd's Most Essential Learning Competencies (MELCs), collaborative planning, and the use of varied and engaging strategies such as role-playing and experiential learning. They also highlighted the importance of adapting materials, addressing learning gaps, and using differentiated instruction to meet diverse student needs. School heads supported competency-based learning and structured curriculum design, emphasizing active engagement, technology integration, and ongoing assessment.

It implied that effective implementation of the Consolidation Camp depends on thoughtful curriculum alignment, teacher collaboration, and student-centered strategies. Emphasizing mastery of essential competencies, continuous material improvement, and interactive learning approaches helped ensure that students not only participated but also deeply understood the lessons as well. Moving forward, maintaining this focus on competency-based and flexible learning helped enhance both academic performance and student engagement in future camps.

Table 27

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Teachers and School Heads' Response in Terms of Curriculum and Learning Strategies

Theme	Sub-theme	Teacher's Response	Principal's Response
Curriculum and Learning Strategies	Alignment with DepEd Competencies	I can proudly say that we are an avid follower of DepEd's Most Essential Learning Competencies. In our Science Department, Learning Strategies realize that any strategy makes students' needs and MELCS.	Competency-based learning will focus on skills mastery rather than time-based progress using experiential learning approaches.
	Material Evaluation and Improvement	Checked the learning materials and the activities to improve it. Intervened in the problem encountered and also improved the curriculum for the learner's needs and localization needs.	
	Teacher Attributes	Teachers are adaptable, empathetic, patient, and kind.	
	Mastery of MELCS	MELCS are somewhat being mastered. Learning gaps were resolved.	
	Collaborative Planning	During planning, our grade-level teachers convened and discussed some strategies to reach all the competencies. We talked about lesson designs, challenges, and even students' needs.	
	Competency-Based Learning		
	Active Learning Strategies	Use role-playing exercises that mimic real-world leadership and governance and provide opportunities for students to strengthen and self-improvement.	
	Student Engagement	(Students who are passive in the activity are becoming active and willing to participate).	
	Curriculum and Learning Structure	A well-structured consolidation camp based on curriculum alignment and active learning strategies ensures deeper student understanding, engagement, and skill development. By combining experiential learning, technology, games, and assessment, the school can make the camp both educational and enjoyable.	
	Execution and Familiarity with MELCS	Teachers are already familiar with the Most Essential Learning Competencies aligned with the camp. Prepared lessons were executed.	
	Key Concepts and Learning Reinforcement	Focus on Key Concepts that consist of learning areas that need reinforcement, Spiral learning approach, to revisit lessons while building new knowledge. Having differentiated instructions, learning techniques, and technology integration. Having Assessment and Feedback.	

Table 28 presents the best practices in implementing the consolidation camp in District IV of Quezon teachers' and school heads' responses in terms of Accountability Measures. Both emphasized the importance of clearly defined roles and responsibilities, effective communication, and consistent monitoring. Teachers noted that aligning responsibilities with camp goals and fostering personal accountability helped ensure smooth implementation. School heads added that follow-up evaluations, progress reports, and performance tracking were essential in measuring success and identifying areas for improvement. Transparency, collaboration, and regular updates further supported accountability efforts.

It implied that strong accountability systems—rooted in clear objectives, regular monitoring, and effective communication—were vital for the success of the Consolidation Camp. By clearly defining duties and promoting personal and shared responsibility, the program ran efficiently and adapted easily based on feedback. These practices not only supported teacher and student performance but also built a culture of trust, responsibility, and continuous improvement in future implementations.

Table 28

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Teachers and School Heads' Response in Terms of Accountability Measures

Theme	Sub-theme	Teacher's Response	Principal's Response
Accountability Measures	Roles and Responsibilities	Roles and responsibilities are clearly defined in the first place. We just made sure that demands and accountability systems were in line with the goals of the consolidation camp.	Had assurance that the persons involved in the camp were easily measurable by contacting and updating on the problems encountered.
	Personal Responsibility	Being responsible pays a lot.	
	Communication and Collaboration	Best communication with teachers and employees, collaboration of work in and out of school, and identifying consequences to correct are the accountability measures in our school.	
	Follow-Up Evaluations		Conduct follow-up evaluations to assess long-term benefits and identify areas of improvement.
	Clear Objectives and Responsibility	Setting clear objectives for the camp that improve students' sense of responsibility understanding, and fostering a culture of transparency.	Clear Roles and Responsibilities, Transparent Planning and resource management, Monitoring and evaluation of Camp activities, Assessment and Performance tracking, safety and Risk Management accountability, Post-camp reporting, and continuous improvement.
	Student Attendance	Monitoring students' attendance.	
	Monitoring and Evaluation		
	Duties, Reports, and Monitoring	Introducing duties and responsibilities and regular progress reports to ensure the update regarding the performance of students, for the teachers, monitoring and evaluation of academic progress.	

Table 29 presents the best practices in implementing the consolidation camp in District IV of Quezon teachers' and school heads' responses in terms of managing resources. Both stressed collaborative resource planning with stakeholders, including parents, teachers, and school leaders. In contrast, teachers emphasized improving either time, material, and funds efficiency or fundraising to share knowledge with students on cost-saving principles when they returned home. Principals emphasized budgeting, transparency, and using technology for instruction and resource management. Sustainability in the long term and planning from a strategic perspective were also seen to be vital.

It implied that the successful implementation of the Consolidation Camp relies heavily on transparent, strategic, and collaborative resource management. Involving stakeholders and maximizing available resources, whether financial, human, or technological, ensured smoother operations and greater impact. Emphasizing sustainability and transparency not only builds trust but also lays a strong foundation for continued success in future camps.

Table 29

Best Practices in Implementing the Consolidation Camp in District IV of Quezon Teachers and School Heads' Response in Terms of Management of Resources

Theme	Sub-theme	Teacher's Response	Principal's Response
Management of Resources	Collaborative Resource Inventory	Regular resource inventory was collaboratively undertaken through regular dialogues with all the stakeholders, including parents, teachers, and our school Head. 'Smooth Sailing across the Storm.'	Review the list of materials that students will use have a budget for the printing of materials.
	Material Review and Budgeting		
	Leadership in Resource Management	The new school Head openly discusses the resources needed and does something about it.	

Technology Integration		Technology Integration in the management of resources.
Strategic Resource Management	Looking for the best strategies and programs can help to attain best practices in management resources such as scheduling of people or teachers and availability of funds.	
Sustainability and Long-Term Strategy		Integrate technology for learning management and develop strategies for long-term sustainability.
Resource Evaluation and Cost-Benefit	Teaching students to evaluate the best use of resources through the realization of cost-benefit materials.	
Parental Support	Parents are willing to finance the activities.	
Transparency and Financial Management		Budget transparency. Resource Allocation. Financial Reporting.
Efficient Resource Management	Efficient management of resources ensures the successful implementation such as financial, human, materials, and time resources.	

Table 30 presents best practices in implementing the consolidation camp in District IV of Quezon teachers' and school heads' response in terms of Accountability and Continuous Improvement. Teachers and school heads emphasized the importance of strong community-school partnerships, transparency, and shared responsibility. They highlighted practices such as turning plans into action, aligning duties with teachers' strengths, fostering a culture of feedback, and conducting regular monitoring and evaluation. Collaboration, compassion, and adaptability were also key themes, along with the use of emergency protocols and post-camp reflections to drive improvements.

It implied that continuous improvement and accountability were sustained through planning, teamwork, and a strong culture of reflection and feedback. The integration of community support, clear responsibilities, and transparent evaluation processes helped to ensure that the camp evolved to meet student needs more effectively. For future implementations, maintaining these systems will be essential in promoting the growth, responsiveness, and long-term success of the program.

Table 30

Practices in Implementing the Consolidation Camp in District IV of Quezon Teachers and School Heads' Response in Terms of Accountability and Continuous Improvement

Theme	Sub-theme	Teacher's Response	Principal's Response
Accountability and Continuous Improvement	Community-School Partnership	One of which is the strong community-school partnership that exists at Concepcion MITS, accountability and continuous improvement become a commitment. To teach, To learn, To live.	By sharing the knowledge in the group, giving accountability to the persons who have knowledge and skills, shared governance, and skills.
	Turning Plans into Actions	Turning plans into actions.	
	Experience Sharing and Problem Solving	Teachers shared experiences and addressed concerns that may help other teachers if they somehow encounter those challenges.	
	Planning and Alignment of Responsibilities	Proper planning, advanced planning, and selecting best school practices based on past experiences with good results. Teachers are aligned with their abilities and talents they had. Aligning duties is one best practices of our school.	
	Transparency and Monitoring	Transparency in the evaluation process. Regular monitoring and reporting through observation checklists.	
	Ownership and Feedback Culture	Encourages both students and personnel to take ownership of their learning and performance while fostering an environment where feedback is valued, progress is tracked, and everyone works toward improvement.	

Emergency Protocols and Evaluation	A- Emergency Protocols, Supervision, and Security, and Incident Reporting. C - Camp Evaluation Report, Stakeholder Reflection Meeting, and Sustainability Plan.
Compassion and Collaboration	Compassion among colleagues. Learner-centered teaching strategies of teachers. Collaboration with co-workers for betterment.
Monitoring, Evaluation, and Adaptability	The teachers must ensure monitoring, evaluation, and adaptability. Having clear roles and responsibilities, decision-making on how and what activities we may employ, feedback mechanism, transparency, and as well as assessment for improvement strategies.

Part 5. Challenges Encountered During the Implementation of the Consolidation Camp

Table 31 presents the challenges encountered by Grade 7 and 8 students during the implementation of the Consolidation Camp. The implementation of the Consolidation Camp faced various challenges from the students' perspective, primarily related to motivation, financial struggles, and family circumstances. Many students admitted feeling lazy or unmotivated, especially because the camp was held during what they considered vacation time. Financial difficulties were also a major concern, with students lacking money for food or transportation and, in some cases, facing the absence of a parent or sole family support. Parental consent posed another challenge, as some parents initially refused to allow their children to join due to household responsibilities or the need for help with work. Emotional struggles such as anxiety, shyness, or family problems added to students' reluctance, along with learning challenges like difficulty in reading comprehension or keeping up during discussions. Additionally, some students reported being mocked or stigmatized for attending a summer program, which affected their self-esteem. Despite these barriers, many students experienced a positive shift after receiving encouragement from teachers or seeing their efforts supported by family.

It implied that both internal and external factors hindered student participation in such programs. In addition, future camps must be designed with a supportive, inclusive approach, one that addresses emotional needs, promotes learner motivation, provides logistical or financial support, and involves proactive communication with families to ensure understanding and cooperation.

Table 31

Challenges Encountered by Grade 7 and 8 Students During the Implementation of the Consolidation Camp

Theme	Sub-theme	Grade 7 Students' Answers	Grade 8 Students' Answers
Challenges Encountered	Lack of Motivation/Laziness	I used to be lazy answering the activities; they piled up because of my laziness and wished to have a vacation. (Tinatamad po akong magsagot ng activities dati, tumatambak po, di ko po nasasagutan Tinatamad po ako magsagot ng mga aralin Bakasyon po sana ako.)	I used to be lazy with the thought that it is vacation and I had no one to attend with the camp. (Tinatamad po ako dati lalo na kapag naiisip ko na bakasyon naman tsaka Wala po ako dati kasabay sa camp.)
	Family Financial Constraints	I have second thought of joining the camp. We are poor and our budget was tight. I have no mother too. (Mahirap lang po kami at kulang po sa budget kaya nagdadalang isip po sana ako sumali sa camp. Wala na po pati akong nanay.)	My father had no extra money, no allowance so I got hungry. (Wala pong extra pera si Papa, wala daw po ipambabaon. Kulang po ang baon. Nagugutom tuloy.)
	Parental Consent Issues	Since that was still vacation time, my mother did not allow me to at first, and my father didn't like it either because I had to help my mother sell goods. (Dati po ay ayaw ni Papa. Hindi po pumayag si Mama dahil bakasyon daw po. Ayaw po ako payagan nung una, kailangan daw po ni Mama ng kasama pagtinda.)	My father did not sign my parent's permit at once. He said that I 'd take good care of my younger sibling so he returned the permit. (Ayaw po pumayag ni Papa yung permit dati, alagaan ko na lang daw po yung kapatid ko. Dati po ay ayaw ni Papa kaya ipinabalik po yung parents permit.)
	Emotional or Personal Struggles	I was hesitant to join the camp at first due to family problems. (Ayaw ko po sana sumali sa Consolidation Camp dahil marami pong problema sa pamilya po.)	I was nervous and shy at first. Our neighbor was teasing me that I flanked so I had to join the camp. (Medyo kabado po ako nung una dahil mahiyain po ako. Niloloko po ako ng kapitbahay namin, bagsak daw po ako kaya nag-summer camp.)
	Learning Challenges	I was afraid that I won't be able to understand Science lessons because I am slow in reading and comprehension. (Natatakot po ako baka hindi ko	I'd been caught by the time of interaction and afraid I wouldn't be able to complete the learning camp. I was also frequently absent.

	po maintindihan ang leksyon. Mabagal po ako magbasa at makaintindi.)	(Napapag-abutan po ako lagi pag "interaction" na, baka hindi ko po matapos ang camp, paliban-liban po pati ako.)
Household Responsibilities	I was frequently absent when my mother needs help in washing the clothes. (Hindi po ako nakapasok pag kailangan ni Mama ng katulong sa paglalaba.)	My mother cooks ahead of time that I usually had no breakfast. (Late po nakakaluto si Mama ng almusal, minsan ay di na ako nakakakain.)
Social Anxiety/ Bullying Fears		Our neighbor teased me, telling me that I failed so I had to take summer camp. (Niloloko po ako ng kapitbahay namin, bagsak daw po ako kaya nag-summer camp.)
Positive Turnaround/ Encouragement	My teacher who helped me to answer questions in Science convinced my father and I soon enjoyed the camp. (Noon pong kinausap ni Sir si Papa, sinabihan po ako na sumali sa Camp. Tinutulungan po ako ni Sir sa pagsasagot tungkol sa tanong sa Science. Habang natagal ay nag-enjoy na po kami.)	My teacher convinced my father, so he gladly signed my parent's permit. (Noon pong kausapin siya ni Sir tapos po ay napaliwanagan yata, pinimahan na po yung permit.)

Table 32 presents the challenges encountered by teachers and school heads during the implementation of the Consolidation Camp. Key issues include managing the program, securing parental support, and handling financial constraints. Teachers faced difficulties with student comprehension, low attendance, and engagement—particularly during summer when participation was voluntary, and rooms or materials were limited. They also struggled with condensing the curriculum into a short time, especially for complex subjects like Science. School heads echoed similar concerns, emphasizing time management, activity planning, and convincing parents to allow their children to participate. Additionally, both teachers and principals reported issues with learning resources, outdated materials, poor internet connectivity, and lack of technological integration.

It implied that while the Consolidation Camp aimed to enhance learning, particularly in Science, its effectiveness was hindered without strong logistical, financial, and parental support. The recurring themes of limited resources, time constraints, and parental resistance jagged to the need for clearer program guidelines, better planning, and stronger communication strategies. Addressing these areas helped to improve participation, ensure smoother implementation, and create a more supportive environment for both teachers and students in future camps.

Table 32

Challenges Encountered by Teachers and School Heads During the Implementation of the Consolidation Camp

Theme	Sub-theme	Teacher's Response	Principal's Response
Challenges Encountered	Managing Program	Grade 7 and 8 students initially complained about their unsigned parents' permits. Allegedly, their parents' resistance to the program somehow matters. Secondly, budget. Being a consolidation camp coordinator is not a joke. Volunteered teachers were harder to find during the summer. As a Science teacher, the next challenge is the level of my students' comprehension.	The challenges and capacity. In the Science teacher, the challenges encountered are the managing of activities, distribution of materials, and time management because of teacher wants to organize everything. For the parents, the challenge encountered is how to encourage their son and daughter to encourage them to attend that camp, the time spent in the school was crucial in their health assurance.
	Financial and Volunteer teachers	Financial and Volunteered teachers. Parents' permits and their resistance to the program due to many problems.	Financial concerns in transportation and food. Fast phasing of lessons within the day.
	Student Engagement	The eagerness and willingness of the students who need to participate in the summer camp. Availability of teachers during these times since it's vacation. Availability of the rooms conducive to learning.	
	Lack of Resources	The challenges encountered during the implementation of the consolidation camp are first lack of learning resources due to unclear program guidelines. Second, the competencies are not given. Third, learner attendance, and lastly, insufficient funding for meals and other expenses for teachers' needs.	

Time and Distractions	Time, funds, and distractions during the implementation of this program are the challenges encountered. Based on our experiences, time is the major problem because there are many teachers' activities aside from focusing on learning competencies. There are also distractions of classes, events, dancing, sports, and many competitions in schools. Funds and financial matters should also be discussed during the implementation.
Learning Resources	One of the challenges is limited access to learning resources like insufficient materials, outdated content, and a lack of technological integration that can hinder the learning experience.
Curriculum Pressure	Students might find the pressure of consolidating knowledge in a short period challenging, especially in subjects like Science that require a deeper understanding of complex concepts. Teachers might struggle to condense the curriculum and fit it into the camp's limited time.
Student Attendance	No. of attendance is lessened.
Student Participation	The challenges I encountered as a teacher in Grade 7 were the coverage of the curriculum and the time of the schedule while ensuring effective learning. The participation of the student is one of the challenges due to the student's interest. We all know that students have different learning styles that could be hard to address in a camp setting. In experiments and hands-on activities, materials that may be unavailable are needed. On the part of the parents, they are worried about the safety, financial, communication gaps, and schedule conflicts of the parents to drop off or pick up their children.
Technology and Resources	Financial Issues. Unfinished tasks within the allotted time. Internet signals for multimedia presentation of the lesson. Students' family problem issues. Learning resources/lack of books, etc.
Parental Resistance	Parents fully sign parent's permits. Resistance on the part of students. Volunteered teachers because this was held during summer. Financial matters/financial constraints. Unavailability of teaching materials. Weather conditions. Quorum. Only a minimum number of parents attended the meeting properly. Other matters on the part of parents like family issues, financial challenges, etc.

Part 6. Coping Mechanism on the Challenges During the Implementation of the Consolidation Camp

Students overcame the challenges of the Consolidation Camp through a variety of coping mechanisms, largely centered on mindset shifts, support systems, and environmental adjustments. Many students shared that, over time, they developed a more positive attitude toward learning, gradually overcoming laziness, fear, and anxiety. Teacher support played a crucial role in this transformation—through encouragement, one-on-one conversations, and engaging activities, teachers helped boost students' confidence and participation. Parental consent and encouragement also significantly contributed to students' willingness to attend, especially when parents, after being approached by teachers, began to show support through practical actions like buying school supplies or adjusting household responsibilities. Some students even rescheduled chores to prioritize school. Peer and community support, along with the school's provision of food and a friendly learning environment, helped make the experience more enjoyable and less intimidating.

It implied that a combination of emotional, practical, and social support is essential to help students overcome barriers to participation. Schools can enhance future programs by continuing to build strong teacher-student relationships, engaging parents early on, providing a welcoming environment, and offering small but meaningful forms of assistance like food and flexible routines.

Table 33

Coping Mechanism on the Challenges During the Implementation of the Consolidation Camp by the Grade 7 and Grade 8 Students

Theme	Sub-theme	Grade 7 Students	Grade 8 Students
Coping Mechanisms	Motivation & Mindset Shift	I have to move faster now so that my tasks won't pile up...until I realized I can do the tasks. (Ngayon po ay nag-iintindi na ako at di na po ako natatambakan ng activities. Hinayaan ko po muna hanggang maramdaman ko na kaya ko pala. Dali-dali po lagi pagkilos.)	My nervousness has subsided, and I am now enjoying learning. (Pinaliwanagan po ako dati at nagustuhan ko na rin po. Unti-unti pong nabawasan ang nerbiyos ko. Nasasayahan po ako habang natututo.)
	Support from Teachers	Ma'am encouraged me to join the camp and I am now enjoying it. (Noon pong kinausap ako ni Ma'am ay naengganyo na po ako. Pinakiusapan po ni Sir at Ma'am na papasukin na ako. Tinutulungan po ako ni Sir. Pasok po ako ng pasok kasi masaya.)	We usually had activities to better understand Science concepts. Our teacher is kind-hearted, she even brought free soup for us. (Lagi po kaming may activity para daw mas maintindihan. Mababait po ang mga ka-camp namin, namimigay pa ng pagkain. Minsan po ay may dala si Ma'am sopas.)
	Parental Consent & Encouragement	I told my parents that I wanted to join the camp when my teacher talked to them. Mama and Papa both agreed. 9Kinausap ko po si Papa sabi ko po gusto ko po sumali. Kinausap po ni Sir si Mama at Papa po. Pinayagan na po kami ni Mama at Papa.)	Ma'am and my mother compromised and everything became normal during the camp. My father bought me a new pair of shoes. (Kinausap po ni Ma'am si Mama, nagkasundo po sila. Noong nag-meeting sa school, naging normal na ang pasok ko. Ibinili po ako ni Papa ng bagong sapatos.)
	Routine Adjustments	I used to wash the clothes during weekends so I could focus. Yun pong mga gawaing paglalabada ay tuwing Sabado-Linggo ko na ginagawa para makapokus.)	I agreed because there will still be remaining days for vacation anyway. (Pumayag na rin po ako kasi may natitirang araw pa naman sa bakasyon.)
	Peer & Community Influence		We were gathered in covered court so we could go to school altogether. No one teases me anymore while enjoying the camp. (Inipon po kami sa covered court, nag-usap-usap mga magulang kaya kami magkakasabay. Hindi na po ako niloloko, nag-enjoy na rin ako sa school.)
	Food & Comfort from School		There were free soups, bread and water so we were always full. 9May libre pong sopas, tinapay, tubig. Hindi na po ginugutom.)
	Reinforcement / Rewards		My father bought me a new pair of shoes. In addition, I was excited during recess during the camp because a lot of my classmates shared their sandwiches. (Ibinili po ako ni Papa ng bagong sapatos sa tuwa niya. Excited po ako pag recess dahil dami nagshishare ng sandwich.)
	Creative/Practical Study Habits		I persistently do my assignments/home delight to learn. (Nagpipilit po akong gumawa ng "home delight" assignment para may alam.)

Table 34 presents coping mechanisms by teachers and school heads during the implementation of the Consolidation Camp. Both groups adopted various strategies to address challenges, including strong leadership, stakeholder collaboration, and flexibility in teaching and planning. Teachers emphasized support from school heads, adjustments in lesson delivery, and maintaining student engagement through interactive and flexible learning activities. They also reached out to parents for support and used available resources, including community assistance and locally sourced materials. Principals supported these efforts by coordinating plans, ensuring safety protocols, and communicating actively with families.

It implied that despite numerous challenges, teachers and school heads remained resourceful and committed to making the Consolidation Camp successful. Their ability to adapt lessons, involve stakeholders, and maintain student engagement played a crucial role in overcoming limitations. Also, the importance of strong leadership, collaboration, and innovative teaching approaches in ensuring the

effectiveness of future camps, especially in resource-constrained environments. Continued support and proper planning will further strengthen the program's impact on student learning.

Table 34
Coping Mechanism by Teachers and School Head During the Implementation of the Consolidation Camp

Theme	Sub-theme	Teacher's Response	Principal's Response
Coping Mechanism	Leadership and Support	I sought assistance from my new school head. Good thing she's younger, which means she's more energetic. School-community partnership is the key. The implementation of the camp became easier and smooth with the strong partnership. In terms of my students' level of comprehension, I started where my students were.	
	Adjustments and Flexibility	I addressed the challenge during the implementation of the consolidation camp by conducting the meeting with the schedule and making the extra activities that equipped the knowledge of the learner. Make sure that the safety of the learner is evaluated and validated. The safety assurance of the learner needs to be considered. As a teacher, I suggested to the principal to address the problem and make a suggestion to improve.	
	Stakeholder Support	Stakeholders helped us in terms of budget, transportation of students, and food. A parent-teacher conference discussing issues and other matters in line with consolidation camp.	
	Student Engagement	If necessary, I give my students a small amount of money to help them with their transportation expenses. We took breaks and sometimes showed videos related to the topic to entertain them.	
	Parental Engagement	I usually talked to the parents of these students and tried to get their willingness and allow their students to attend the camp. We allotted time to these consolidation camps.	
	Providing Resources	As a teacher, I make sure to provide the needs to execute the lessons needed to teach during the implementation of the consolidation camp.	
	Planning and Preparation	We did action plans and implementation plans ahead of time before the year-end to facilitate more during the implementation. We also informed school heads and curriculum help prior to implementation.	
	Curriculum Adaptation		To overcome these challenges, institutions must ensure strong leadership, adaptive curriculum design, a clear framework, and sufficient resource allocation.
	Interactive Learning		Instead of relying solely on traditional lectures, teachers incorporate practical activities, experiments, and interactive exercises that make learning more engaging and help solidify students' understanding of complex concepts.
	Persistence and Preparation	Being persistent. Advance information is given to parents, and students are able to prepare them.	
	Flexible Learning and Resources	We cope with the challenges during the implementation of the consolidation camp by creating a schedule that focuses on the key Science concepts and essential skills. The participation of the students is maintained by engaging in different strategies like games, experiments, and inquiry-based learning by implementing flexible learning activities to support struggling students through peer mentoring and guided discussions. The challenge of limited resources is replaced by locally available materials and seeking sponsorship for additional resources. The challenges faced by the parents are coped with by direct communication with the teacher. The school also provides emergency contacts and safety protocols to reassure parents. Schools offer sponsorship of fundraising initiatives to help lower costs for financially struggling families. The school provides daily updates via SMS, GC, and calls to keep the parents informed about activities and student progress.	
	Interactive Learning and Technology		Addressing the challenges is very hard but we as teachers must know how to cope so that the consolidation camp will enhance themselves. First, prioritizing key concepts and focusing on reinforcement rather than introducing new topics. Use interactive learning resources for engagement. Second, use interactive technology so the students relate their skills with fun and enjoyable lessons.

CONCLUSIONS

After a thorough review and analysis of the information derived from the results of the study, the following conclusions were made:

The findings of the study in terms of the profile of the school are limited to the context of rural, public, and medium to large-sized schools. Meanwhile, no data was collected from urban and private schools.

The findings of the study in terms of the profile of the respondents, especially parents, are mostly in early to mid-adulthood, with school heads being older and more experienced. Female dominance among parents and teachers suggests that women play a central role in both student support and school leadership.

The null hypothesis that there is no significant difference in the level of perception of the parents, students, teachers, and school heads in best practices in implementing the Consolidation Camp in District IV of Quezon is rejected.

The Consolidation Camp's implementation is characterized by strong leadership, effective teaching strategies, transparency, and active stakeholder involvement, which contribute to its success and the trust of the school community. These best practices foster academic improvement and support student well-being.

The various challenges, such as financial limitations, motivation issues, and resource shortages, impacted its implementation. However, these obstacles were partially mitigated through the encouragement of teachers and support from families, demonstrating the program's potential when collaborative efforts are in place.

The coping mechanism during the implementation of the Consolidation camp. To address challenges during the Consolidation Camp, students, parents, teachers, and school heads used various coping strategies, including communication, adaptability, and mutual support, to overcome implementation challenges. These approaches contributed to the resilience of the program and highlighted the value of strong partnerships among students, parents, teachers, and the wider school community.

RECOMMENDATIONS

In the light of the salient findings of the study and the conclusions formulated, the researcher made the following recommendations:

School Administrators of Junior High School

Administrators should continue strengthening community-school partnerships by involving more parents and external stakeholders in the planning and implementation stages of programs like the Consolidation Camp.

Further encourage collaboration between teachers, school leaders, and the community for better resource management and aligned educational strategies.

Prioritize Transparent Communication: Ensure that communication regarding the camp's goals, resource allocation, and progress remains transparent.

Science Secondary School Teachers

Teachers should continue integrating creative and hands-on learning approaches, especially in Science, to make learning more engaging and accessible to students.

Incorporate continuous assessment and reflection practices to evaluate both student progress and the effectiveness of teaching methods.

Teachers should pursue ongoing professional development opportunities, particularly in technology integration and innovative teaching strategies, to maintain high-quality instruction in a rapidly evolving educational landscape.

Grades 7 and 8 Students

Students should be encouraged to take greater responsibility for their learning by setting personal academic goals and regularly evaluating their progress.

Actively participate in feedback sessions and discussions with teachers to understand areas of improvement and how to maximize their learning experience.

Students should be encouraged to work in groups, share resources, and assist peers to build a supportive learning environment.

Major Stakeholder Groups

Stakeholders, particularly parents and local government units (LGUs), should become more involved in the strategic planning of educational programs.

Stakeholders should continue supporting the resource mobilization efforts by providing financial, material, and emotional resources.

Regular communication should be maintained between school administrators and stakeholders to ensure all parties are well-informed and involved in the decision-making processes, particularly in resource allocation and program evaluations.

Future Researchers

Future studies should explore the impact of increased stakeholder involvement on the success of educational programs like the Consolidation Camp.

Future research should examine the long-term effects of the Consolidation Camp on student learning outcomes.

Researchers could explore different resource management strategies, particularly in public schools, to identify the most efficient ways of ensuring fair distribution of resources while minimizing waste.

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