

# Strategic Evaluation and Monitoring of National Learning Camp Implementation in Schools Division of Caloocan City

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## Abstract

This study strategically evaluates the implementation of National Learning Camps to enhance the effectiveness of monitoring and evaluation tools used in the program. It examined the respondents' perceptions across multiple elements, which include tasks, people, structure, and culture. Using a mixed-methods descriptive design, the research was conducted in the Schools Division of Caloocan City. The respondents consisted of thirty (30) school administrators, ninety (90) teacher-volunteers, ninety (90) parents or guardians, and ninety (90) students. The study employed a researcher-made questionnaire and open-ended questions for in-depth interviews and focus group discussions. The questions were based on the key components of the Nadler-Tushman Congruence Model. Findings indicated that while tasks align with participants' skills, improvements are needed in pacing, engagement, and communication. The camp fosters collaboration and a student-centered culture, but it requires improved access to

resources and greater inclusivity. The results, which revealed differences in stakeholders' perceptions, particularly between teacher-volunteers and parents, highlight the need for alignment. The study underscores the importance of refining the program through meaningful tasks, strong relationships, structured support, and inclusivity. Recommendations include adjustments in the pacing and structure of learning activities to ensure they are engaging, inclusive, and achievable for all students. Emphasizing innovative and flexible teaching strategies will help foster an inclusive environment that supports diverse learning needs through intentional program design and professional development. Future researchers may also explore to examine the long-term impact of the National Learning Camp on students' academic and social-emotional growth, assessing its overall effectiveness and sustainability through longitudinal tracking.

**Keywords:** *Perceptions across multiple elements, task, people, culture, structure, National Learning Camp*

## INTRODUCTION

The importance of the National Learning Camp has gained significant recognition in recent years as countries strive to enhance educational outcomes and bridge learning disparities. According to Resuello et al (2024), the National Learning Camp is a strategic educational intervention aimed at addressing learning gaps and improving student performance, especially in critical areas such as literacy, numeracy, and critical thinking. Designed to foster inclusive learning environments, the program targets the unique needs of diverse student populations. In the Philippines, the Department of Education (DepEd) took a significant step toward improving the quality and inclusivity of education by launching the National



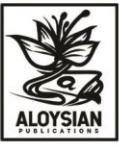
Learning Camp through Department Order No. 014, series of 2023. This initiative emerged as a heartfelt response to the growing concern over learning loss, especially in the wake of the COVID-19 pandemic, which disrupted the education of millions of Filipino students. Learning loss refers to the decline in students' knowledge and skills due to prolonged disruptions in formal education (Maba et al., 2023). These challenges were particularly severe for students from low-income families and underserved communities, many of whom lacked the necessary devices, internet connectivity, or quiet study spaces at home. As a result, countless learners struggled to keep up with lessons, retain foundational skills, and stay motivated in their studies.

A study conducted by Espinosa, et al. (2024) shows that students participating in such learning camps benefit from personalized instruction and hands-on learning, particularly in core subjects like mathematics, science, and literacy. Educational equity as a fundamental goal of the National Learning Camp ensures that all students, regardless of their socio-economic background, have access to quality education. These learning camps provide additional support to students who may be lagging, thereby reducing the achievement gap and promoting social inclusion (García & Weiss, 2022). However, despite its promising framework and initial successes, its implementation in urban areas like Caloocan City has revealed persistent challenges. According to Abad et al. (2024), implementing the National Learning Camps comes with various complex challenges that threaten its effectiveness, sustainability, and overall impact on students, parents, teachers, and school administrators. Compounding these challenges is the limited availability of robust monitoring and evaluation tools, which makes it difficult to assess program impact, identify areas for improvement, and ensure long-term effectiveness (Resuello et al., 2024). To address these gaps, the researcher was prompted to conduct this study to strategically assess the implementation of the National Learning Camps. Furthermore, the researcher was motivated to pursue this study based on personal experience and direct involvement as the focal person and head teacher assigned to oversee the implementation of the National Learning Camp in her respective school. Firsthand exposure to the opportunities and gaps in the program's execution revealed the need for a deeper, evidence-based understanding of its impact and sustainability. Through a comprehensive examination of key elements, challenges, and their impacts on outcomes, this research intends to generate actionable recommendations for improving effectiveness and institutionalizing the program. The findings are expected to provide a roadmap for continuous improvement, ensuring that the National Learning Camps remain adaptable and responsive to the evolving needs of students and educational systems. This section reviews recent research on the strategic evaluation and monitoring of learning interventions, particularly in educational camps like the National Learning Camp. Studies from 2020 onward were selected to provide an up-to-date understanding of the effectiveness, implementation challenges, and impact of such programs, as well as monitoring and evaluation strategies.

This study aimed to evaluate and monitor the strategic implementation of the National Learning Camp in the Schools Division of Caloocan City, focusing on its effectiveness, challenges, and overall impact on students, teachers, and parents.

*Specifically, the study sought to address the following questions:*

- How are the tasks and learning activities in the National Learning Camp aligned with the skills and knowledge as perceived by school administrators, teacher-volunteers, parents and guardians, and students?
- How does the National Learning Camp empower the strengths and capabilities of the stakeholders involved in its implementation, as perceived by school administrators, teacher-volunteers, parents/guardians, and students?



- How does the current organizational structure support the implementation of the National Learning Camp program as perceived by school administrators, teacher-volunteers, parents/guardians, and students?
- How does the prevailing organizational culture of the National Learning Camp align with its strategic goals and educational objectives as perceived by school administrators, teacher-volunteers, parents/guardians, and students?

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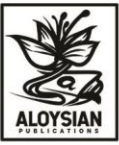
## METHODOLOGY

This chapter outlined the research design employed by the researcher, the population of respondents, the research instrument, the data collection procedure, and the statistical analysis used in the study.

The researcher utilized a descriptive mixed-methods research design to evaluate the strategic implementation and monitoring of the National Learning Camp in the Schools Division of Caloocan City. The mixed-methods approach integrates both quantitative and qualitative data, allowing for a comprehensive analysis of the program's inputs, processes, and outcomes. By combining these methodologies, the study aimed to provide a comprehensive view of the National Learning Camp's effectiveness and insights into the factors that influence its success or limitations (Creswell, 2020). The quantitative component of the study focused on the measurable aspects of the National Learning Camp's implementation, specifically examining the program. Data on the tasks, people empowerment, structure, and culture were gathered to assess whether the National Learning Camp was sufficiently resourced to meet its objectives. Studies have shown that effective resource distribution plays a significant role in the success of educational interventions, particularly in urban areas (OECD, 2021). The qualitative component examined people's experiences at the National Learning Camp, focusing on the processes and challenges encountered during its implementation. Semi-structured interviews with school administrators and teacher-volunteers provide detailed insights into the camp's effectiveness and challenges. This approach has been widely used in recent educational research to understand the complexities of program implementation (Miles et al., 2020). Focus Group Discussions with parents/guardians and students explored their experiences, perceptions of the camp's effectiveness, and challenges. Focused group discussions are beneficial for capturing group dynamics and shared experiences, which are essential in evaluating educational programs (Morgan, 2021). Qualitative data were analyzed using thematic analysis, a widely regarded effective method for identifying and analyzing patterns within qualitative data (Braun & Clarke, 2021).

The researcher employed proportionate sampling to ensure that each subgroup within the population was represented in proportion to its actual size. This technique is particularly useful for heterogeneous populations, allowing for more accurate generalizations (Etikan & Bala, 2021). This study employed proportionate sampling at the Schools Division Office (SDO) of Caloocan, which comprises 30 secondary schools across 7 districts. The district first categorized the schools to achieve a representative sample, forming distinct strata. The number of schools selected from each district was determined based on their proportional size within the total school population. This approach ensures that the sample accurately reflects the educational conditions and challenges across all districts, enhancing the reliability and validity of the study's findings.

The research setting for this study was in the Schools Division of Caloocan City, located in the National Capital Region (NCR) of the Philippines. Caloocan is a highly urbanized city and one of the most populous in the country, boasting a diverse demographic composition that includes students from various socioeconomic backgrounds. This study involved four groups of respondents: school administrators,



teacher-volunteers, parents/ guardians, and students at selected secondary schools offering National Learning Camps in the Schools Division of Caloocan City. The school respondents were divided into seven (7) distinct strata or clusters. The population included thirty (30) school administrators, ninety (90) teacher-volunteers, ninety (90) parents/guardians of learner-participants, and ninety (90) students in National Learning Camps. Three hundred (300) respondents from various junior high schools were selected to assess the Strategic Evaluation and Monitoring of National Learning Camps in the Schools Division of Caloocan City.

To effectively gather data on the strategic evaluation and monitoring of the National Learning Camp in the Schools Division of Caloocan City, the researcher developed a range of research instruments tailored for different stakeholders: school administrators, teacher-volunteers, parents/guardians, and students. The main tool utilized was a researcher-made 4-point Likert scale questionnaire designed to capture quantitative data on key dimensions of the National Learning Camp implementation, specifically aligned with the Nadler-Tushman Congruence Model. The questionnaire measured perceptions across four domains: task, people, structure, and culture, which are central to understanding how program components align and affect outcomes. In addition to the structured questionnaires, the researcher also prepared open-ended questions for use in interviews and focus group discussions. These qualitative tools were intended to capture more in-depth and nuanced insights into the experiences and suggestions of the various stakeholders. Before deployment, all instruments underwent a rigorous validation process. A panel of experts, including practitioners and scholars with knowledge of the National Learning Camp and educational program evaluation, reviewed the instruments for content relevance, clarity, and alignment with the research objectives. The research adviser also provided detailed feedback on the initial drafts. All comments and suggestions were carefully incorporated to improve the accuracy and appropriateness of the questions, ensuring that the final versions were both valid and fit for purpose. To ensure internal consistency and reliability, the questionnaires underwent reliability testing using Cronbach's alpha. The results of the reliability analysis demonstrated excellent consistency across all instruments.

The analysis utilized descriptive statistics, which provided a foundational summary of the survey responses. Data gathered from the survey questionnaire were tabulated and analyzed to generate frequencies and means that describe the overall trends in stakeholders' perceptions. To determine whether there was a statistically significant relationship in the perception levels among the different stakeholder groups, such as students, teachers, parents, and school administrators, the Pearson correlation coefficient ( $r$ ) was employed. The Pearson correlation coefficient measures linear correlation between two sets of data. The qualitative data were analyzed through thematic analysis. The researcher employed thematic analysis due to its adaptability and potential to provide a rich and detailed account of the information. This approach involves coding data from interviews and focused group discussions to identify and explore recurring themes (Creswell, 2020). Thematic analysis, widely recognized for its flexibility and depth, is a valuable tool for evaluating program implementation as it enables researchers to capture complex ideas (Braun & Clarke, 2021).

To elicit all vital information, the researcher strategized several methods, including administering questionnaires to respondents without requiring them to write their names, conducting brief meetings to explain the study, obtaining their informed consent, and assuring them that their responses would remain confidential. The researcher also provided a Google Forms version of the questionnaire for respondents who preferred a digital option, ensuring accessibility and convenience. The researcher allotted three (3) days for the retrieval of questionnaires. Upon collection from each school, the researcher-made printed and digital questionnaires were grouped according to the four identified respondent groups. This approach ensured a comprehensive data collection process while accommodating respondents' preferences, enhancing participation, and response accuracy. Quantitative data were analyzed using SPSS for statistical



analysis. All data were collected and stored in digital format using Excel and SPSS for organization and statistical analysis. Qualitative data were treated thematically to analyze participants' perspectives comprehensively. The researcher documented the interviews and focused group discussions (FGDs), recording the discussions for accuracy. Some interview responses were also written down to capture key insights and ensure clarity. Data gathered from the respondents were coded, grouped, and analyzed to confirm or disconfirm the quantitative results.

The study entailed ethical considerations to protect the researcher, the respondents, and the institutions under study. The researcher obtained explicit letters of permission and consent from all respondents, ensuring that they understood the purpose of the study, its procedures, and the benefits. The consent forms provided were in an accessible language and format, allowing respondents to make informed decisions about their involvement. Respondents were informed that participation was voluntary and that they could withdraw from the study without any negative consequences. The researcher ensured that any identifying information was removed or obscured in all published presentations and protected participants' confidentiality by anonymizing data and using secure data storage methods and considered the following ethical issues in this study: confidentiality, consent, integrity, right, and autonomy. The researcher ensured that all participants' personal information and data were kept confidential, safeguarding their privacy throughout the research process. Likewise, informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose, procedures, and potential risks before agreeing to participate. Furthermore, the researcher was diligent in accurately presenting and interpreting the data, avoiding misrepresentation of participants' responses or experiences to maintain the integrity of the findings. Lastly, the researcher respected participants' right to make independent decisions regarding their involvement, ensuring they had the freedom to withdraw from the study at any point without consequences.

## RESULTS

**Table 1:**

*Responses on the Tasks in the National Learning Camp alignment of stakeholders' skills and knowledge*

Statement	SA		A		D		SD		Weighted Mean
	f	%	f	%	f	%	f	%	
<i>School Administrators</i>									
S1	13	43.3	16	53.3	1	3.3	0	0	3.32
S2	13	43.3	17	56.7	0	0	0	0	3.43
S3	13	43.3	16	53.3	1	3.3	0	0	3.40
S4	13	43.3	17	56.7	0	0	0	0	3.43
S5	13	43.3	17	56.7	0	0	0	0	3.43
S6	12	40.0	18	60.0	0	0	0	0	3.40
S7	12	40.0	18	60.0	0	0	0	0	3.40
S8	13	43.3	17	56.7	0	0	0	0	3.43
S9	12	40.0	18	60.0	0	0	0	0	3.40
S10	13	43.3	17	56.7	0	0	0	0	3.43
<i>Teacher-Volunteers</i>									
S1	50	55.6	36	40.0	1	1.1	3	3.3	3.48
S2	53	58.9	33	36.7	1	1.1	3	3.3	3.51
S3	49	54.4	37	41.1	1	1.1	3	3.3	3.47
S4	49	54.4	36	40.0	3	3.3	2	2.2	3.47
S5	47	52.2	39	43.3	2	2.2	2	2.2	3.46
S6	51	56.7	34	37.8	3	3.3	2	2.2	3.49
S7	47	52.2	38	42.2	3	3.3	2	2.2	3.44
S8	42	46.7	43	47.8	3	3.3	2	2.2	3.39
S9	48	53.3	37	41.1	3	3.3	2	2.2	3.46
S10	50	55.6	37	41.1	1	1.1	2	2.2	3.50

<i>Parents/Guardians</i>										
S1	27	30.0	50	55.5	9	10.0	4	4.4	3.11	
S2	22	24.4	54	60.0	9	10.0	5	5.5	3.03	
S3	27	30.0	50	55.5	9	10.0	4	4.4	3.11	
S4	30	33.3	47	52.2	10	11.1	3	3.3	3.16	
S5	30	33.3	46	51.1	10	11.1	4	4.4	3.13	
S6	26	28.9	49	54.4	10	11.1	5	5.5	3.07	
S7	26	28.9	49	54.4	10	11.1	5	5.5	3.07	
S8	26	28.9	51	56.7	10	11.1	3	3.3	3.11	
S9	26	28.9	48	53.3	11	12.2	5	5.5	3.06	
S10	27	30.0	49	54.4	10	11.1	4	4.4	3.10	
<i>Students</i>										
S1	21	23.3	57	63.3	8	8.8	4	4.4	3.06	
S2	20	22.2	56	62.2	12	13.3	2	2.2	3.04	
S3	27	30.0	43	47.8	16	17.8	4	4.4	3.03	
S4	18	20.0	54	60.0	14	15.6	4	4.4	2.96	
S5	25	27.8	50	55.6	12	13.3	3	3.3	3.08	
S6	21	23.3	54	60.0	13	14.4	2	2.2	3.04	
S7	20	22.2	56	62.2	11	12.2	3	3.3	3.03	
S8	16	17.8	58	64.4	14	15.6	2	2.2	2.98	
S9	21	23.3	52	57.8	14	15.6	3	3.3	3.01	
S10	21	23.3	51	56.7	15	16.7	3	3.3	3.03	
<b>Overall Weighted Mean</b>									<b>3.30</b>	

**Table 2:**

*Thematic Analysis of the Responses on the Tasks in the National Learning Camp as Perceived by School Administrators*

Transcripts	Codes	Categories	Themes
"The collaborative planning process before and during the National Learning Camp helped us set clear expectations and goals for everyone involved. This gave both teachers and students a strong starting point and sense of direction. Still, we must make room for continuous feedback to ensure our planning remains responsive to the real-time needs of our school community."	SA 5	Tasks	Collaborative planning skills
"Having defined roles for every stakeholder in the camp made coordination much smoother. Everyone knew their part, and that clarity helped us avoid duplication of efforts and maximize our impact. However, we should always revisit these role definitions to stay aligned with new challenges and evolving responsibilities."	SA 7	Tasks	Role definition and delegation skills
"The structured scheduling of the National Learning Camp has made a significant difference in keeping teachers and students on track. The well-organized activities ensure that learning is purposeful and engaging. However, we must continuously assess whether these structures remain relevant and adaptable to the changing needs of our learners."	SA 10	Tasks	Scheduling and organizational skills
"Our ability to address emerging concerns quickly during the camp reflects our readiness and commitment. Problem-solving became a shared leadership task, which strengthened our team. Still, sustained success in this area will depend on regular training and support systems that empower us to act decisively under pressure."	SA 12	Tasks	Problem-solving and crisis management skills



"The way the camp is set up gives students a sense of routine, which makes learning more natural and less overwhelming. It's been great to see them participate more confidently. At the same time, we must be careful that structure doesn't become too rigid; we must keep things meaningful and adaptable."	SA 15	Tasks	Flexibility and adaptability skills
"While we felt confident overall, aligning specific administrative tasks with our areas of expertise posed some challenges. There were moments when expectations weren't fully clear, which impacted how we navigated certain responsibilities. Moving forward, we hope for clearer communication and more targeted support to bridge this gap and strengthen our leadership further."	SA 18	Tasks	Task alignment and strategic delegation skills
"Effective communication among administrators, teachers, and parents played a vital role in the smooth operation of the camp. Open lines of dialogue helped us address issues quickly and adjust plans when needed. Nonetheless, we must continue refining our communication strategies to ensure every stakeholder receives timely and accurate updates."	SA 20	Tasks	Effective communication skills
"The camp offered an excellent platform for teacher-volunteers to take initiative and grow professionally. Our role was to support and empower them throughout the process. As we move forward, we should explore more structured mentoring and recognition systems to sustain this momentum and celebrate teacher contributions."	SA 23	Tasks	Teacher empowerment and mentoring skills

**Table 3:**

*Thematic Analysis of the Responses on the Tasks in the National Learning Camp as Perceived by Teacher-Volunteers*

Transcripts	Codes	Categories	Themes
"Being part of the National Learning Camp helped me realize how valuable our subject expertise is in shaping student learning. I felt more confident facilitating lessons because I knew I was building on what I already do well. Still, continued mentoring and sharing of best practices would further boost our impact."	TV 02	Tasks	Content mastery skills
"The opportunity to apply my teaching strengths in a new setting made me feel effective and appreciated. Students responded well, and that was very fulfilling. It would be helpful if future programs included feedback sessions so we can reflect and improve as we go."	TV 06	Tasks	Reflective practice skills
"I appreciated how the camp allowed us to build on our content knowledge to support students. It gave me a sense of professional growth. However, I believe providing more context-specific materials would make the learning process even smoother for both teachers and learners."	TV 10	Tasks	Content mastery skills
"Knowing that my subject knowledge could make a real difference boosted my confidence throughout the camp. It reminded me why I became a teacher. For future camps, aligning teaching strategies with students' varying levels would enhance our overall effectiveness."	TV 15	Tasks	Reflective Practice Skills



"The camp gave me a platform to sharpen my instructional delivery. It affirmed that I'm capable of leading students in a structured and meaningful way. Still, I hope that next time we receive more classroom management strategies tailored to short-term programs like this."	TV 18	Tasks	Instructional delivery skills
"I loved being part of the camp, but there were times I found it hard to maintain energy due to the tight schedule. While I stayed committed, having moments to recharge or reflect as a team would help sustain our motivation better."	TV 19	Tasks	Emotional resilience
"Most of the activities were engaging, but I noticed that some of my fellow teachers struggled with pacing and student behavior. I think consistent coaching and emotional support could make a big difference in keeping us connected and motivated."	TV 21	Tasks	Mentoring and coaching skills
"Initially, I was very excited to participate, but midway through the camp, I felt some fatigue set in. Perhaps introducing more collaborative or creative activities could help maintain our enthusiasm throughout the program."	TV 25	Tasks	Emotional resilience
"I enjoyed teaching in the camp, but there were moments when I felt disconnected from the goals of some sessions. Clearer communication and ownership of the activities might help us feel more inspired and engaged."	TV 26	Tasks	Communication and goal alignment skills
"The overall experience was enriching, but the workload made it challenging to stay fully present at times. I believe including more wellness checks and open conversations during the camp would help us stay motivated and energized."	TV 30	Tasks	Emotional resilience

**Table 4:**

*Thematic Analysis of the Responses on the Tasks in the National Learning Camp as Perceived by Parents/Guardians*

Transcripts	Codes	Categories	Themes
"We've seen how the National Learning Camp helped our children develop useful, everyday skills. It's reassuring to know that the program goes beyond academics and prepares them for real-life situations. Still, we hope to be more involved in the process so we can continue practicing these skills at home."	PG 05	Tasks	Integration of practical life skills
"The camp's activities seemed purposeful, and we trust that they were created with our children's learning goals in mind. However, at times, it was not always clear how specific tasks connected to those goals. More regular updates or explanations could help us better support our children's learning journey."	PG 07	Tasks	Learning goals and task alignment
"The experience gave us more confidence in how our children are being guided. We appreciated the structure of the program and how it was organized. But clearer communication about each activity's purpose would help us feel even more engaged and aligned with the program's goals."	PG 10	Tasks	Communication
"It's great to see our children coming home excited about learning practical things, like basic life skills or hands-on activities. It shows that the camp is helping them become more independent. We would appreciate tips on how to continue this learning at home."	PG 17	Tasks	Integration of practical life skills





"We agree with how the tasks are aligned with learning goals, but sometimes we felt a bit left out of the process. It would be helpful if parents were given more specific roles or suggestions on how to support the lessons being taught."	PG 24	Tasks	Learning goals and task alignment
"Our children enjoyed the activities, and we noticed growth in their confidence and everyday abilities. That said, we feel that clearer communication about how these tasks fit into larger learning objectives would be beneficial."	PG 27	Tasks	Communication
"The National Learning Camp gave us peace of mind, knowing our children are learning meaningful things. The structure seems solid. However, we think more transparency and involvement from parents could make the experience even better for families."	PG 32	Tasks	Parental involvement
"We see the effort in how the activities are designed, and we're thankful for that. But sometimes we're unsure what role we're supposed to play as parents. Clearer guidance would help us feel more like partners in our child's learning."	PG 33	Tasks	Parental involvement
"We appreciate the focus on skill-building, and it's something we value as parents. Our children are more eager to take responsibility at home now. We encourage more family-oriented sessions or materials so we can reinforce what they learn in the camp."	PG 40	Tasks	Integration of family-oriented sessions

**Table 5:**
*Thematic Analysis of the Responses on the Tasks in the National Learning Camp as Perceived by Students*

Transcripts	Codes	Categories	Themes
"The activities in the National Learning Camp were really fun and interesting. They helped us understand our lessons better, especially because we were doing things, not just listening. I felt more excited to learn every day. Still, I think it would be good to add even more hands-on tasks to keep us involved."	ST 01	Tasks	Hands-on, and engaging activities
"I liked how the lessons were explained through games and group work. It made learning easier to understand and more enjoyable. I hope we can keep doing these types of activities in the future."	ST 04	Tasks	Interactive learning
"The camp made learning feel less boring and more exciting. I liked how we could talk about ideas and work with our classmates. It felt different from regular class, in a good way."	ST 05	Tasks	Collaborative and interactive learning
"I understood my lessons better during the camp because we had time to ask questions and try things out. It wasn't just about memorizing, it was about understanding. I wish we could do this more often in school, too."	ST 07	Tasks	Interactive learning
"The camp helped me feel more confident about answering questions and sharing my thoughts. I liked how the teachers let us discover answers through activities. It made me think more deeply."	ST 10	Tasks	Interactive learning



"Sometimes, I felt like we didn't have enough time to finish everything. I wanted to explore more, but we had to move on too quickly. I hope next time, we get more time to focus on each activity."	ST 02	Tasks	Time allocation per activity
"The lessons were interesting, but some of the activities felt a bit rushed. I wanted to spend more time on the fun parts, especially the group work. Maybe next time, they can give us more time for each task."	ST 06	Tasks	Time allocation per activity
"I enjoyed learning during the camp, but some sessions felt too fast. It would help if we had a little more time to finish our projects or understand the instructions better."	ST 08	Tasks	Time allocation per activity
"The best part of the camp was being able to learn and enjoy at the same time. I felt like I was learning without getting too stressed. The teachers made it fun."	ST 09	Tasks	Hands-on, and engaging activities
"I learned new things and enjoyed working with my classmates. The activities helped me understand better, especially the ones where we had to solve problems together. I hope there are more learning camps like this in the future."	ST 14	Tasks	Hands-on, and engaging activities

**Figure 3**

*Boxplot Presentation of Table 1*

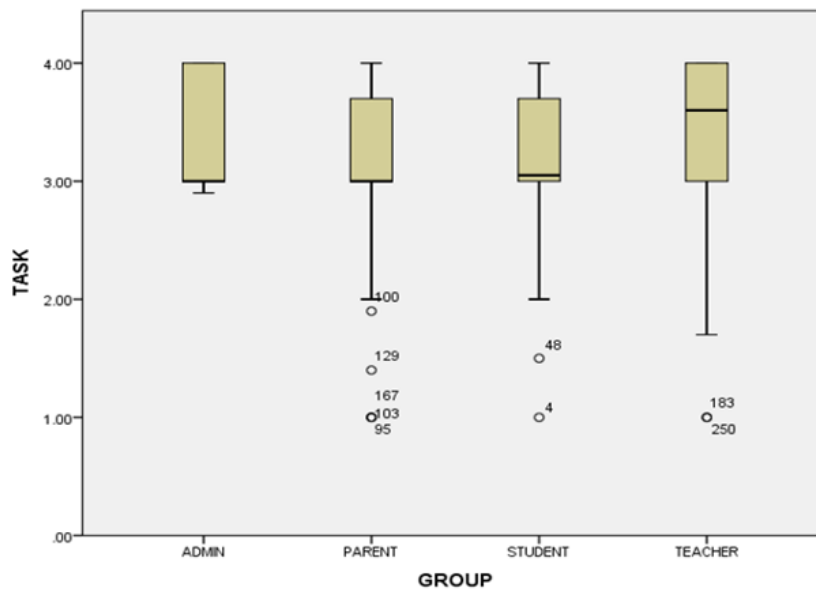


Table 6

*Respondents' Perceptions of People's Empowerment in the National Learning Camp*

Statement	SA		A		D		SD		Weighted Mean
	f	%	f	%	f	%	f	%	
<i>School Administrator</i>									
S1	13	43.3	17	56.7	0	0	0	0	3.43
S2	11	36.7	18	60.0	1	3.3	0	0	3.33
S3	11	36.7	19	63.3	0	0	0	0	3.37
S4	11	36.7	18	60.0	1	3.3	0	0	3.33
S5	13	43.3	17	56.7	0	0	0	0	3.43
S6	10	33.3	19	63.3	1	3.3	0	0	3.30
S7	11	36.7	19	63.3	0	0	0	0	3.67
S8	12	40.0	17	56.7	1	3.3	0	0	3.67
S9	12	40.0	17	56.7	1	3.3	0	0	3.67
S10	11	36.7	18	60.0	1	3.3	0	0	3.33
<i>Teacher-Volunteers</i>									
S1	46	51.1	40	44.4	2	2.2	2	2.2	3.44
S2	44	48.9	41	45.6	3	3.3	2	2.2	3.41
S3	50	55.6	35	38.9	2	2.2	3	3.3	3.47
S4	48	53.3	38	42.2	2	2.2	2	2.2	3.47
S5	49	54.4	37	41.1	1	1.1	3	3.3	3.47
S6	50	55.6	34	37.8	4	4.4	2	2.2	3.47
S7	48	53.3	38	42.2	2	2.2	2	2.2	3.47
S8	48	53.3	37	41.1	3	3.3	2	2.2	3.46
S9	46	51.1	40	44.4	2	2.2	2	2.2	3.44
S10	48	53.3	38	42.2	2	2.2	2	2.2	3.47
<i>Parents/Guardians</i>									
S1	23	25.6	54	60.0	9	10.0	4	4.4	3.07
S2	26	28.9	49	54.4	11	12.2	4	4.4	3.08
S3	25	27.8	52	57.8	9	10.0	4	4.4	3.09
S4	27	30.0	49	54.4	10	11.1	4	4.4	3.10
S5	27	30.0	47	52.2	12	13.3	4	4.4	3.08
S6	24	26.7	52	57.8	10	11.1	4	4.4	3.07
S7	25	27.8	50	55.5	11	12.2	4	4.4	3.07
S8	27	30.0	49	54.4	10	11.1	4	4.4	3.10
S9	26	28.9	50	55.5	10	11.1	4	4.4	3.09
S10	24	26.7	52	57.8	10	11.1	4	4.4	3.07
<i>Students</i>									
S1	25	27.8	58	64.4	4	4.4	3	3.3	3.17
S2	24	26.7	55	61.1	8	8.9	3	3.3	3.11
S3	24	26.7	57	63.3	7	7.8	2	2.2	3.14
S4	27	30.0	54	60.0	6	6.7	3	3.3	3.17
S5	24	26.7	57	63.3	7	7.8	2	2.2	3.14
S6	25	27.8	56	62.2	6	6.7	3	3.3	3.14
S7	23	25.6	56	62.2	8	8.9	3	3.3	3.10
S8	30	33.3	50	55.6	5	5.6	5	5.6	3.17
S9	25	27.8	57	63.3	6	6.7	2	2.2	3.17
S10	27	30.0	51	56.7	8	8.9	4	4.4	3.12
<b>Overall Weighted Mean</b>									<b>3.28</b>

**Table 7**

*Thematic Analysis of the Responses on the People in the National Learning Camp as Perceived by School Administrators*

Transcripts	Codes	Categories	Themes
"The National Learning Camp allowed us to exercise leadership that was not only directive but also collaborative. By working closely with teachers, parents, and students, we were able to foster a culture of shared responsibility. This approach allowed us to lead with both structure and compassion."	SA 01	People	Collaborative leadership to empower stakeholders
"Our role in the NLC pushed us to lead by example, supporting teacher-volunteers, coordinating logistics, and maintaining an encouraging atmosphere. The results affirm that strong leadership has a ripple effect that benefits every stakeholder involved."	SA 04	People	Leading by example
"Open communication was key in managing this multi-stakeholder initiative. Through regular coordination meetings and updates, we ensured everyone was aligned with the goals of the camp. This helped minimize confusion and build trust across all levels."	SA 09	People	Open and consistent communication
"Clear and consistent communication during the camp helped ensure that everyone, from students to parents, felt informed and involved. It created a shared vision and allowed us to quickly respond to any concerns that arose."	SA 11	People	Culture of inclusion and shared vision
"We made it a point to be accessible and responsive throughout the camp. This helped in strengthening relationships among stakeholders and fostered a sense of collective purpose. It also made the implementation smoother and more effective."	SA 14	People	Encouraging adaptability
"While we had a general plan in place, there were areas where we realized that more detailed, long-term strategies could have helped. We learned the importance of going beyond operational readiness to strategic foresight."	SA 17	People	Comprehensive planning
"There were times when unexpected issues arose, and we had to adjust on the spot. This experience showed us the need for more adaptable and comprehensive planning frameworks in future implementations."	SA 19	People	Comprehensive planning
"Although we tried to anticipate every challenge, some parts of the camp required quicker thinking due to unforeseen situations. Strengthening our planning process can help make future camps even more seamless and impactful."	SA 22	People	Comprehensive planning
"One key takeaway was the need to involve all stakeholders earlier in the planning phase. While execution was generally smooth, some goals could have been better met with broader input and contingency plans."	SA 25	People	Collaboration in planning
"We saw how strong leadership and communication carried us through, but the planning phase could have been more robust. With a clearer roadmap, we could ensure that all objectives are addressed more consistently."	SA 29	People	Comprehensive planning



**Table 8**

*Thematic Analysis of the Responses on the People in the National Learning Camp as Perceived by Teacher-Volunteers*

Transcripts	Codes	Categories	Themes
"Working closely with fellow teacher-volunteers allowed us to share ideas and strategies that enriched the learning experience. The spirit of collaboration made the camp feel less like work and more like a shared mission."	TV 33	People	Collaboration
"It was incredibly rewarding to see students so eager to participate. The environment we created together made it easier for them to open up, try new things, and stay engaged."	TV 35	People	Student engagement
"The camp helped me apply and refine my classroom management strategies. With the right structure and support, even a short-term program like this can foster a safe, focused, and joyful space for learning."	TV 38	People	Classroom management
"I appreciated the chance to step into leadership roles during the camp. Being trusted to take initiative and guide others brought out the best in us and made the work more meaningful."	TV 42	People	Leadership
"One of the best parts of the camp was that each teacher's unique strengths were recognized and used well. We weren't just following a script, we were encouraged to contribute in our way."	TV 43	People	Recognition
"This experience reminded me why I love teaching. The positivity, the teamwork, and the progress we saw in students made all the efforts worthwhile."	TV 49	People	Collaboration
"While I felt generally confident in my teaching strategies, there were moments when I wished I had more innovative tools to reach less responsive students. It made me realize the value of ongoing training in student-centered techniques."	TV 50	People	Continuous learning and innovation
"The camp went smoothly overall, but I see room to grow in how I connect lessons to students' real-life experiences. I'd love more workshops or materials to help tailor lessons in more creative ways."	TV 56	People	Contextualization and creative teaching
"Teaching is always changing. The camp was a great reminder that we need to keep evolving too, trying new methods, adjusting our approach, and meeting students where they are."	TV 60	People	Continuous learning and innovation
"I enjoyed the camp and learned a lot, but I also became more aware of gaps in my current methods. It's clear that even in a successful setting, there's always space to grow and improve."	TV 61	People	Continuous learning and innovation

**Table 9**

*Thematic Analysis of the Responses on the People in the National Learning Camp as Perceived by Parents/Guardians*

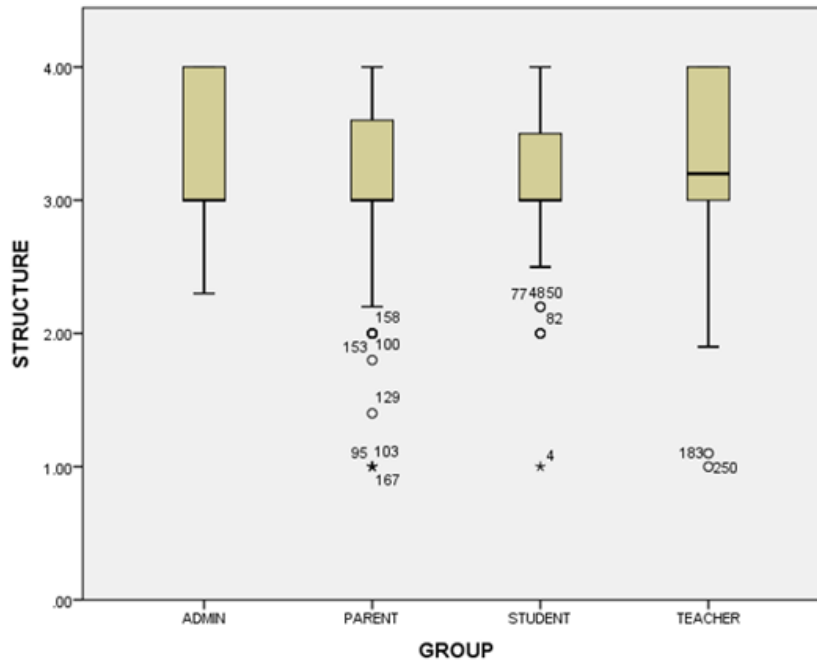
Transcripts	Codes	Categories	Themes
"I truly appreciated how the teachers kept us informed and involved. It felt like we were working together for our child's success. The updates and openness made a big difference in how we supported learning at home."	PG 01	People	Collaboration
"The communication between us and the school during the camp was strong. We felt respected and heard as partners in the learning process. It encouraged us to be more active in our child's education."	PG 04	People	Communication
"We felt welcomed during the camp. The teachers created a positive space where we felt our contributions as parents mattered. It helped build a stronger connection with the school."	PG 09	People	Collaboration
"While I tried to help my child with their activities, I wasn't always sure how. A simple guide or regular tips from the teachers would've helped me support their learning more effectively."	PG 22	People	Collaboration
"There weren't many chances to connect with other parents. It would be helpful to have more shared sessions or group chats so we could exchange ideas and support one another."	PG 30	People	Communication
"My child has specific learning needs, and I wish there had been more personalized support or suggestions from the camp. A more tailored approach would've made the experience more impactful."	PG 31	People	Inclusive environment
"The camp was a good initiative, but we would've appreciated a clearer explanation of its purpose and goals. Knowing exactly what the camp aimed to achieve would help parents feel more confident and involved."	PG 39	People	Communication
"We're happy to be involved, but we also want more meaningful roles, not just being informed but being included in the planning or feedback process. It helps us feel more connected and valued."	PG 42	People	Parental involvement
"Sometimes, it felt like things were happening too fast without much parental input. I hope future camps will have more opportunities for parents to ask questions or provide suggestions early on."	PG 54	People	Parental involvement
"I believe in the idea of the camp, but trust can only grow when we're clearly shown what the camp stands for and how we as parents are part of the bigger picture."	PG 60	People	Parental involvement

**Table 10**
*Thematic Analysis of the Responses on the People in the National Learning Camp as Perceived by Students*

Transcripts	Codes	Categories	Themes
"I liked how the lessons were explained. It didn't feel rushed, and I could understand the topics more clearly than usual. The activities helped me remember what I learned."	ST 01	People	Hands-on, and engaging activities
"The group projects and fun tasks let me show what I can do in different ways. I enjoyed drawing, acting out stories, and thinking outside the box. It made learning more exciting."	ST 04	People	Interactive learning
"Before the camp, I was shy to speak up. But here, I got to share my thoughts in front of others, and the teachers encouraged me. Now, I'm more confident talking during class."	ST 05	People	Collaborative and interactive learning
"I learned a lot from working with my classmates. We helped each other finish the tasks, and it made learning easier and more fun. I liked being part of a team."	ST 07	People	Interactive learning
"Sometimes, I just waited for the teacher to guide us. I think it would help if we had more chances to plan or lead some parts of the activity, so we feel more responsible for what we're learning."	ST 10	People	Interactive learning
"I enjoyed the camp, but I think I relied too much on the teacher's instructions. Maybe next time, we can have goals we set for ourselves and check how we're doing."	ST 02	People	Time allocation per activity
"I wanted to be more involved in deciding how to do the activities. It would be nice if students had a say in how tasks are done or how we show what we've learned."	ST 06	People	Time allocation per activity
"The lessons were great, but maybe next time we can have projects where we choose the topic or plan what we want to learn. That would help us feel more in charge."	ST 08	People	Time allocation per activity
"Sometimes, I felt like I just had to follow what was told. I think having more time to reflect on or set our learning targets could make us more responsible."	ST 09	People	Hands-on, and engaging activities
"If we had journals or checklists where we can track our progress, I think it would help us feel more responsible for our learning."	ST 14	People	Hands-on, and engaging activities

**Figure 4**

*Boxplot Presentation of Table 6*



**Table 11**

*Respondents' Perceptions of the Structure Supporting the National Learning Camp Implementation*

Statement	SA		A		D		SD		Weighted Mean
	f	%	f	%	f	%	f	%	
<i>School Administrator</i>									
S1	11	36.7	18	60.0	1	3.3	0	0	3.33
S2	10	33.3	18	60.0	2	6.7	0	0	3.27
S3	12	40.0	16	53.3	2	6.7	0	0	3.33
S4	11	36.7	18	60.0	1	3.3	0	0	3.33
S5	12	40.0	17	56.7	1	3.3	0	0	3.37
S6	11	36.7	18	60.0	1	3.3	0	0	3.33
S7	12	40.0	18	60.0	0	0	0	0	3.40
S8	11	36.7	18	60.0	1	3.3	0	0	3.33
S9	11	36.7	19	63.3	0	0	0	0	3.37
S10	12	40.0	17	56.7	1	3.3	0	0	3.37
<i>Teacher-Volunteers</i>									
S1	38	42.2	47	52.2	3	3.3	2	2.2	3.44
S2	39	43.3	43	47.8	6	6.7	2	2.2	3.22
S3	42	46.7	44	48.9	3	3.3	1	1.1	3.41
S4	31	34.4	44	48.9	12	13.3	3	3.3	3.14
S5	36	40.0	49	54.4	3	3.3	2	2.2	3.22
S6	39	43.3	43	47.8	6	6.7	2	2.2	3.22
S7	41	45.6	41	45.6	6	6.7	2	2.2	3.34
S8	41	45.6	42	46.7	5	5.6	2	2.2	3.36
S9	40	44.4	42	46.7	5	5.6	3	3.3	3.32
S10	36	40.0	47	52.2	5	5.6	2	2.2	3.30



<i>Parents/Guardians</i>										
<b>S1</b>	23	25.6	53	58.9	9	10.0	5	5.55	3.04	
<b>S2</b>	20	22.2	56	62.2	9	10.0	5	5.55	3.01	
<b>S3</b>	24	26.7	51	56.7	10	11.1	5	5.55	3.04	
<b>S4</b>	24	26.7	52	57.8	9	10.0	5	5.55	3.06	
<b>S5</b>	23	25.6	52	57.8	10	11.1	5	5.55	3.03	
<b>S6</b>	22	24.4	53	58.9	11	12.2	4	4.44	3.03	
<b>S7</b>	24	26.7	53	58.9	10	11.1	3	3.33	3.09	
<b>S8</b>	22	24.4	55	61.1	10	11.1	3	3.33	3.07	
<b>S9</b>	24	26.7	51	56.7	10	11.1	5	5.55	3.05	
<b>S10</b>	25	27.8	51	56.7	10	11.1	4	4.44	3.08	
<i>Students</i>										
<b>S1</b>	24	26.7	57	63.3	6	6.7	3	3.3	3.13	
<b>S2</b>	27	30.0	54	60.0	6	6.7	3	3.3	3.17	
<b>S3</b>	24	26.7	54	60.0	7	7.8	5	5.6	3.08	
<b>S4</b>	25	27.8	52	57.8	11	12.2	2	2.2	3.11	
<b>S5</b>	27	30.0	52	57.8	6	6.7	5	5.6	3.12	
<b>S6</b>	28	31.1	53	58.9	7	7.8	2	2.2	3.19	
<b>S7</b>	27	30.0	54	60.0	7	7.8	2	2.2	3.18	
<b>S8</b>	29	32.2	51	56.7	8	8.9	2	2.2	3.19	
<b>S9</b>	22	24.4	56	62.2	9	10.0	3	3.3	3.08	
<b>S10</b>	26	28.9	55	61.1	7	7.8	2	2.2	3.17	
<b>Overall Weighted Mean</b>									<b>3.23</b>	

**Table 12**

*Thematic Analysis of the Responses on the Structure in the National Learning Camp as Perceived by School Administrators*

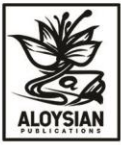
Transcripts	Codes	Categories	Themes
"The framework of the National Learning Camp gave us clarity in delegating roles and responsibilities. It allowed teacher-volunteers and support staff to work together more efficiently, leading to smoother implementation."	SA 02	Structure	Collaboration
"We saw how the structure helped foster collaboration. Everyone had a clear role, and that made the camp more organized and less stressful for the staff and teachers."	SA 03	Structure	Collaboration
"The camp structure empowered more people to contribute meaningfully. From logistics to instruction, it created an environment where all stakeholders felt their efforts mattered."	SA 06	Structure	Empowerment
"Having a clear framework allowed us to lead with confidence. When everyone knows what's expected and how they fit into the larger picture, it motivates them to participate actively."	SA 08	Structure	Leadership
"The National Learning Camp showed us the benefits of having a well-laid structure. It wasn't perfect, but it served as a good model for future programs that require multi-level coordination."	SA 13	Structure	Coordination

"While the structure was strong, there were moments when communication lagged. Information didn't always reach everyone on time, which sometimes slowed down the decision-making process."	SA 16	Structure	Communication
"We need to strengthen two-way communication. Teachers and support staff had valuable feedback, but the mechanisms for collecting and acting on that input weren't always clear."	SA 21	Structure	Communication
"Instructions were sometimes relayed late or with ambiguity. We should work on refining communication channels to ensure that all stakeholders receive clear, timely updates."	SA 26	Structure	Communication
"We relied heavily on traditional methods. Exploring more efficient communication tools, especially digital ones, could help us improve coordination in future programs."	SA 28	Structure	Communication
"Stronger communication systems could also help us better engage parents and guardians. A well-informed parent is a stronger partner in student learning."	SA 30	Structure	Communication

**Table 13**

*Thematic Analysis of the Responses on the Structure in the National Learning Camp as Perceived by Teacher-Volunteers*

Transcripts	Codes	Categories	Themes
"I really appreciated how the camp structure made it easy for us to coordinate with fellow teachers and support staff. We worked as a team, and that made the workload more manageable and the atmosphere more positive."	TV 01	Structure	Collaboration
"The support system among volunteers was one of the strongest parts of the camp. The framework allowed us to communicate efficiently and solve challenges together."	TV 04	Structure	Collaboration and support system
"There was clarity in roles and expectations, which helped reduce confusion. Knowing who to coordinate with and when made the teaching experience more focused and productive."	TV 09	Structure	Coordination
"We felt aligned. Everyone from support staff to lead teachers knew what we were trying to achieve, and the structure helped keep us moving in the same direction."	TV 13	Structure	Collaboration
"The camp was structured in a way that encouraged collaboration. We were never alone in solving problems, and that sense of support made a big difference."	TV 14	Structure	Collaboration
"One of the challenges we faced was the lack of readily available teaching materials. Sometimes we had to adjust or improvise because we didn't have what we needed on time."	TV 24	Structure	Lack of teaching materials



"Not having all the necessary materials made lesson preparation more difficult. With better resource distribution, we could focus more on instruction and less on scrambling for materials."	TV 27	Structure	Lack of teaching materials
"There were times when materials were unevenly distributed, and some groups had more than others. Consistency in providing resources would help ensure fairness and better learning outcomes."	TV 32	Structure	Lack of teaching materials
"When we had to create our materials, it took away from valuable time we could've spent with the students. Better access to resources would improve efficiency."	TV 36	Structure	Lack of teaching materials
"Moving forward, a simple checklist and timely distribution of teaching kits before the camp starts would go a long way. It would reduce stress and ensure we're all equally prepared."	TV 39	Structure	Delayed distribution of teaching materials

**Table 13**

*Thematic Analysis of the Responses on the Structure in the National Learning Camp as Perceived by Teacher-Volunteers*

Transcripts	Codes	Categories	Themes
"I really appreciated how the camp structure made it easy for us to coordinate with fellow teachers and support staff. We worked as a team, and that made the workload more manageable and the atmosphere more positive."	TV 01	Structure	Collaboration
"The support system among volunteers was one of the strongest parts of the camp. The framework allowed us to communicate efficiently and solve challenges together."	TV 04	Structure	Collaboration and support system
"There was clarity in roles and expectations, which helped reduce confusion. Knowing who to coordinate with and when made the teaching experience more focused and productive."	TV 09	Structure	Coordination
"We felt aligned. Everyone from support staff to lead teachers knew what we were trying to achieve, and the structure helped keep us moving in the same direction."	TV 13	Structure	Collaboration
"The camp was structured in a way that encouraged collaboration. We were never alone in solving problems, and that sense of support made a big difference."	TV 14	Structure	Collaboration
"One of the challenges we faced was the lack of readily available teaching materials. Sometimes we had to adjust or improvise because we didn't have what we needed on time."	TV 24	Structure	Lack of teaching materials

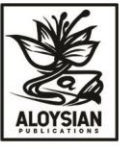
"Not having all the necessary materials made lesson preparation more difficult. With better resource distribution, we could focus more on instruction and less on scrambling for materials."	TV 27	Structure	Lack of teaching materials
"There were times when materials were unevenly distributed, and some groups had more than others. Consistency in providing resources would help ensure fairness and better learning outcomes."	TV 32	Structure	Lack of teaching materials
"When we had to create our materials, it took away from valuable time we could've spent with the students. Better access to resources would improve efficiency."	TV 36	Structure	Lack of teaching materials
"Moving forward, a simple checklist and timely distribution of teaching kits before the camp starts would go a long way. It would reduce stress and ensure we're all equally prepared."	TV 39	Structure	Delayed distribution of teaching materials

**Table 14**

*Thematic Analysis of the Responses on the Structure in the National Learning Camp as Perceived by Parents/ Guardians*

Transcripts	Codes	Categories	Themes
"I've seen how my child benefited from the camp's approach. The lessons seemed to meet them at their level, and they became more confident in learning. It shows that the program considers each student's needs."	PG 02	Structure	Individualized and needs-based instruction
"I appreciate that the teachers didn't use a one-size-fits-all method. Some kids needed more time, and the camp provided that. It was reassuring to see my child not get left behind."	PG 06	Structure	Individualized and needs-based instruction
"The camp made my child feel seen. They got help where they needed it, and that made learning more engaging and meaningful."	PG 17	Structure	Individualized and needs-based instruction
"While I was informed about the camp, I didn't feel very involved. I would've liked more chances to participate, maybe in a session or by helping guide learning at home."	PG 29	Structure	Limited parent involvement
"I think parents like me want to be part of the learning journey, not just observers. It would be nice to be invited into the process more meaningfully, not just during orientations."	PG 44	Structure	Limited parent involvement
"We received updates, but there wasn't much interaction. If we had clearer communication or tools to follow along, we could have supported our children better."	PG 46	Structure	Communication
"I was curious about how the lessons were designed or what the goals were for my child. If parents were more involved in understanding this, I think we could better reinforce learning at home."	PG 57	Structure	Limited parent involvement





"Parent involvement isn't just about being present; it's about trust and shared responsibility. The camp is a great start, but I hope it finds more ways to let parents and teachers truly work together."	PG 61	Structure	Limited parent involvement
"Maybe in the future, the camp can host small parent-student activities or provide simple take-home guides. That way, we're not just watching progress, we're part of it."	PG 68	Structure	Limited parent involvement
"Children thrive when school and homework are together. I believe the camp can do more to tap into parents' roles, not as outsiders, but as partners in learning."	PG 71	Structure	Limited parent involvement

**Figure 5**

*Boxplot Presentation of Table 11*

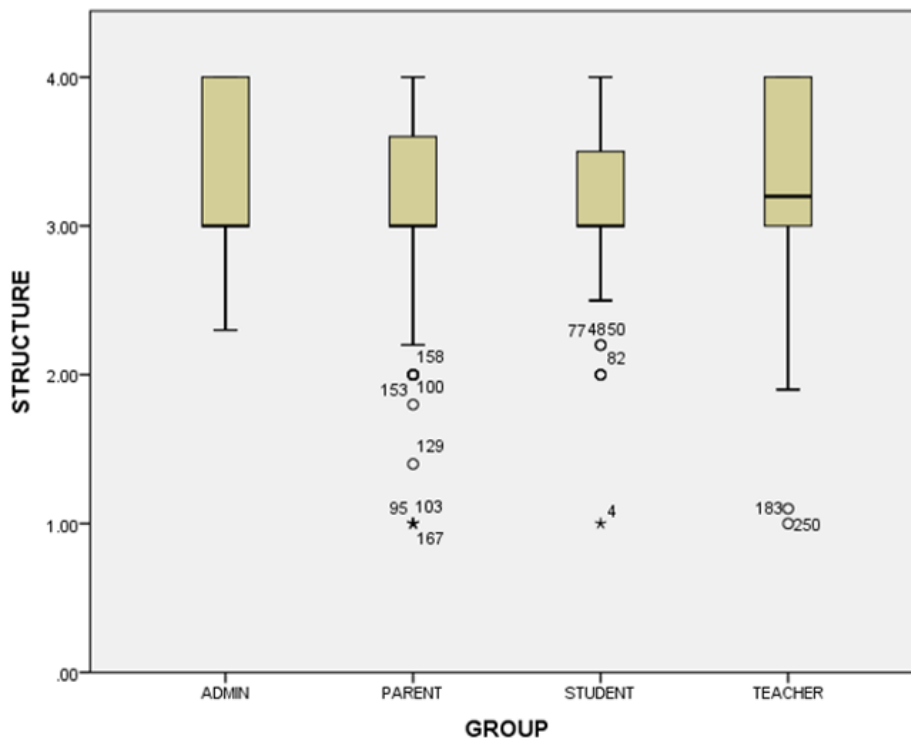


Table 15

*Respondents' Perceptions of the Culture of the National Learning Camp*

Statement	SA		A		D		SD		Weighted Mean
	f	%	f	%	f	%	f	%	
<i>School Administrator</i>									
S1	11	36.7	18	60.0	1	3.3	0	0	3.33
S2	12	40.0	17	56.7	1	3.3	0	0	3.37
S3	12	40.0	16	53.3	2	6.7	0	0	3.33
S4	11	36.7	17	56.7	2	6.7	0	0	3.30
S5	11	36.7	18	60.0	1	3.3	0	0	3.33
S6	12	40.0	17	56.7	1	3.3	0	0	3.37
S7	12	40.0	17	56.7	1	3.3	0	0	3.37
S8	11	36.7	17	56.7	2	6.7	0	0	3.30
S9	11	36.7	17	56.7	2	6.7	0	0	3.30
S10	12	40.0	17	56.7	1	3.3	0	0	3.37
<i>Teacher-Volunteers</i>									
S1	41	45.6	45	50.0	2	2.2	2	2.2	3.39
S2	44	48.9	41	45.6	3	3.3	2	2.2	3.41
S3	45	50.0	39	43.3	4	4.4	2	2.2	3.41
S4	41	45.6	44	48.9	3	3.3	2	2.2	3.38
S5	41	45.6	42	46.7	5	5.5	2	2.2	3.36
S6	43	47.8	40	44.4	5	5.5	2	2.2	3.38
S7	43	47.8	41	45.6	4	4.4	2	2.2	3.39
S8	40	44.4	44	48.9	4	4.4	2	2.2	3.36
S9	41	45.6	44	48.9	3	3.3	2	2.2	3.38
S10	44	48.9	41	45.6	3	3.3	2	2.2	3.41
<i>Parents/Guardians</i>									
S1	24	26.7	52	57.8	10	11.1	4	4.4	3.07
S2	27	30.0	50	55.6	9	10.0	4	4.4	3.11
S3	24	26.7	54	60.0	8	8.9	4	4.4	3.09
S4	24	26.7	52	57.8	10	11.1	4	4.4	3.07
S5	24	26.7	52	57.8	10	11.1	4	4.4	3.07
S6	24	26.7	52	57.8	10	11.1	4	4.4	3.07
S7	26	28.9	49	54.4	12	13.3	3	3.3	3.09
S8	26	28.9	50	55.6	11	12.2	3	3.3	3.10
S9	22	24.4	56	62.2	8	8.9	4	4.4	3.07
S10	31	34.4	45	50.0	12	13.3	2	2.2	3.17
<i>Students</i>									
S1	27	30.0	56	62.2	5	5.6	2	2.2	3.20
S2	26	28.9	56	62.2	5	5.6	3	3.3	3.17
S3	32	35.6	49	54.4	6	6.7	3	3.3	3.22
S4	27	30.0	52	57.8	9	10.0	2	2.2	3.16
S5	27	30.0	56	62.2	5	5.6	2	2.2	3.20
S6	29	32.2	54	60.0	5	5.6	2	2.2	3.22
S7	29	32.2	53	58.9	6	6.7	2	2.2	3.21
S8	27	30.0	53	58.9	8	8.9	2	2.2	3.17
S9	30	33.3	51	56.7	6	6.7	3	3.3	3.20
S10	30	33.3	50	55.6	8	8.9	2	2.2	3.20
<b>Overall Weighted Mean</b>									<b>3.27</b>

**Table 16**

*Thematic Analysis of the Responses on the Culture in the National Learning Camp as Perceived by School Administrators*

Transcripts	Codes	Categories	Themes
"The National Learning Camp truly revolves around the students. We observed that the entire structure, from planning to execution, was anchored on supporting their holistic growth."	SA 02	Culture	Student-centered culture
"The program's goals were clear and closely reflected in its day-to-day practices. There was a strong sense of unity in purpose among the staff and volunteers."	SA 03	Culture	Culture of collaboration
"We appreciated how the culture promoted accountability, collaboration, and care. These values were not just written down; they were lived out throughout the camp."	SA 06	Culture	Culture of accountability and collaboration
"The emphasis on building a positive environment made it easier to mobilize our teams. Everyone felt included and encouraged to contribute meaningfully."	SA 08	Culture	Inclusive and positive environment
"While the camp was effective, we believe there's room to explore more creative instructional approaches. Innovation needs to be a stronger cultural focus moving forward."	SA 13	Culture	Innovation
"The strategies used were familiar and safe, but today's learners need more dynamic experiences. We must promote a mindset that welcomes experimentation and new ideas."	SA 16	Culture	Innovation
"Some activities felt outdated. To keep students engaged, our culture must encourage the use of technology and newer methodologies suited to their context."	SA 21	Culture	Innovation
"If we want to prepare learners for the future, we need to create a culture where innovation isn't the exception, it's the norm. That starts with training and leadership support."	SA 26	Culture	Innovation
"Integrating feedback loops, pilot testing new strategies, and highlighting teacher-led innovations could embed a more progressive mindset into the camp's culture."	SA 28	Culture	Innovation
"The structure works, but without innovation, we risk stagnation. We need to balance proven practices with bold ideas that can uplift and transform student experiences."	SA 30	Culture	Innovation

**Table 17**

*Thematic Analysis of the Responses on the Culture in the National Learning Camp as Perceived by Teacher-Volunteers*

Transcripts	Codes	Categories	Themes
"The camp always reminded us that it's about the learners. We appreciated how students' needs and interests shaped the teaching strategies we used."	TV 03	Culture	Student-centered culture
"We weren't just teaching side by side; we were learning from each other. The environment encouraged teamwork and mutual respect, which made our work more fulfilling."	TV 04	Culture	Culture of collaboration
"What stood out to me was how we were allowed to adapt. If something wasn't working for the students, we had the freedom to adjust without fear of being reprimanded."	TV 08	Culture	Adaptation
"Being part of a team where input was welcomed and flexibility was allowed created a space where we could innovate and learn from one another."	TV 11	Culture	Culture of collaboration
"The culture at the camp helped us focus on what mattered, connecting with our students, and helping them grow."	TV 17	Culture	Student-centered culture
"There were moments when we weren't fully sure of the bigger picture. We were doing the tasks, but not always understanding how everything tied up into the camp's overall mission."	TV 20	Culture	Communication
"It would help to have more frequent updates or briefings to reinforce how each activity contributes to the overall strategy. That way, we don't lose sight of our purpose."	TV 28	Culture	Communication
"Different people had different interpretations of what we were aiming to achieve. A clearer, consistent message would ensure we're all pulling in the same direction."	TV 31	Culture	Communication
"To improve communication, we could start each week with a short strategy session. Even a shared digital platform with updates, reminders, and objectives would keep us better informed and connected."	TV 40	Culture	Communication



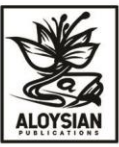
**Table 18**

*Thematic Analysis of the Responses on the Culture in the National Learning Camp as Perceived by Parents/Guardians*

Transcripts	Codes	Categories	Themes
"I've seen how my child benefited from the camp's approach. The lessons seemed to meet them at their level, and they became more confident in learning. It shows that the program considers each student's needs."	PG 02	Structure	Individualized and needs-based instruction
"I appreciate that the teachers didn't use a one-size-fits-all method. Some kids needed more time, and the camp provided that. It was reassuring to see my child not get left behind."	PG 06	Structure	Individualized and needs-based instruction
"The camp made my child feel seen. They got help where they needed it, and that made learning more engaging and meaningful."	PG 17	Structure	Individualized and needs-based instruction
"While I was informed about the camp, I didn't feel very involved. I would've liked more chances to participate, maybe in a session or by helping guide learning at home."	PG 29	Structure	Limited parent involvement
"I think parents like me want to be part of the learning journey, not just observers. It would be nice to be invited into the process more meaningfully, not just during orientations."	PG 44	Structure	Limited parent involvement
"We received updates, but there wasn't much interaction. If we had clearer communication or tools to follow along, we could have supported our children better."	PG 46	Structure	Communication
"I was curious about how the lessons were designed or what the goals were for my child. If parents were more involved in understanding this, I think we could better reinforce learning at home."	PG 57	Structure	Limited parent involvement
"Parent involvement isn't just about being present; it's about trust and shared responsibility. The camp is a great start, but I hope it finds more ways to let parents and teachers truly work together."	PG 61	Structure	Limited parent involvement
"Maybe in the future, the camp can host small parent-student activities or provide simple take-home guides. That way, we're not just watching progress, we're part of it."	PG 68	Structure	Limited parent involvement
"Children thrive when school and homework are together. I believe the camp can do more to tap into parents' roles, not as outsiders, but as partners in learning."	PG 71	Structure	Limited parent involvement

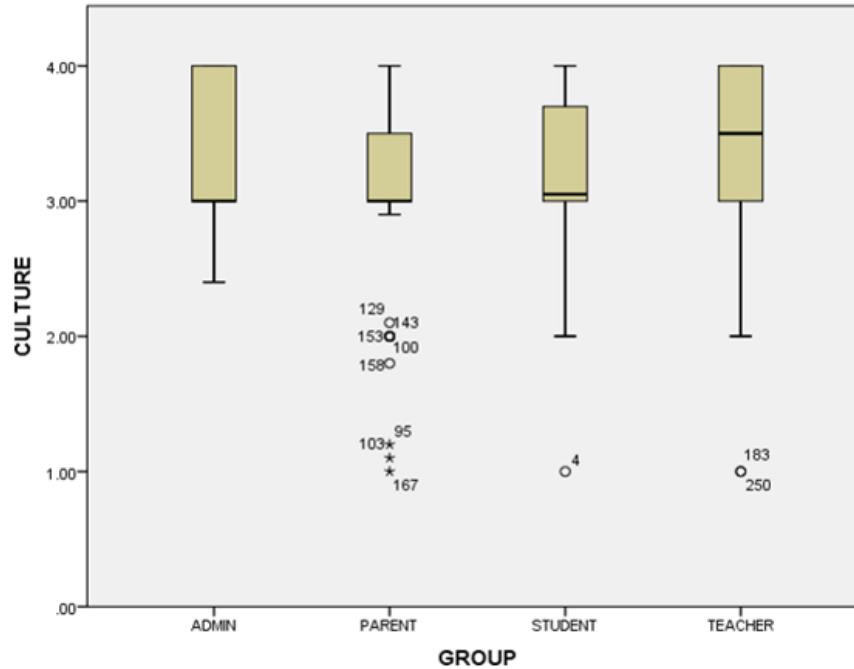
**Table 19**
*Thematic Analysis of the Responses on the Culture in the National Learning Camp as Perceived by Students*

Transcripts	Codes	Categories	Themes
"I enjoyed working in groups because it helped me understand the lessons better. We shared ideas, and that made learning easier and more fun."	ST 01	Culture	Collaboration and teamwork skills development
"The activities encouraged us to speak up and take part. It wasn't just listening to teachers; we got to move, think, and do things ourselves."	ST 04	Culture	Communication and participation
"When we worked as a team, it was easier to learn and solve problems. We helped each other, and it made class more exciting."	ST 05	Culture	Collaboration and teamwork skills development
"The more I got involved in the activities, the more interested I became in the lessons. I felt like my answers and ideas mattered."	ST 07	Culture	Collaboration and teamwork skills development
"Sometimes I felt a little left out because I learn differently from my classmates. I wish more activities matched how I understand things."	ST 10	Culture	Diversity and equity in learning
"Some examples in our lessons didn't relate to my experiences or culture. I think it would help if activities included things from our own lives."	ST 02	Culture	Integration of practical life skills
"It felt like the same students always got called on. I hope teachers give more chances to others who are shy or quiet."	ST 06	Culture	Diversity and equity in learning
"I would like to see activities where we can share our traditions, our families, or what makes us different. That would make school more interesting."	ST 08	Culture	Integration of family-oriented sessions
"I wish there were more tools or help for kids who learn more slowly. Sometimes, it's hard to keep up, and not everyone gets the same support."	ST 09	Culture	Diversity and equity in learning
"Everyone learns differently, and I think the camp should celebrate that more. We need more space to be ourselves, not just fit in."	ST 14	Culture	Diversity and equity in learning



**Figure 6**

*Boxplot Presentation of Table 15*



**Table 20**

*Significant relationship across multiple elements in the implementation of the National Learning Camp as perceived by the school administrators*

	<b>A-Task</b>	<b>A- People</b>	<b>A- Structure</b>	<b>A- Culture</b>
A-Tasks	-			
A-People	0.893***	-		
A-Structure	0.831***	0.988***	-	
A-Culture	0.843***	0.976***	0.993***	-

**Table 21**

*Significant relationship across multiple elements in the Implementation of the National Learning Camp as perceived by the Teacher-Volunteers*

	<b>T-Task</b>	<b>T- People</b>	<b>T-Structure</b>	<b>T-Culture</b>
T-Tasks	-			
T-People	0.937***	-		
T-Structure	0.835***	0.827***	-	
T-Culture	0.851***	0.825***	0.895***	-

**Table 22**

*Significant relationship across multiple elements in the Implementation of the National Learning Camp as perceived by the Parents/Guardians*

	<b>P-Task</b>	<b>P- People</b>	<b>P-Structure</b>	<b>P-Culture</b>
P-Tasks	-			
P-People	0.972***	-		
P-Structure	0.978***	0.968***	-	
P-Culture	0.970***	0.960***	0.972***	-

**Table 23**

*Significant relationship across multiple elements in the implementation of the National Learning Camp as perceived by the Students*

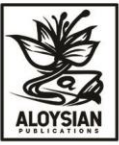
	<b>S-Task</b>	<b>S- People</b>	<b>S-Structure</b>	<b>S-Culture</b>
S-Tasks	-			
S-People	0.927***	-		
S-Structure	0.924***	0.973***	-	
S-Culture	0.93***	0.917***	0.921***	-

## DISCUSSION

This chapter presents, analyzes, and interprets quantitative and qualitative data on the strategic evaluation and monitoring of the National Learning Camp in the Schools Division of Caloocan City. It includes a comprehensive analysis and interpretation of the collected data, providing insights into the effectiveness of the camp's implementation. The interpretation of data reveals literature that supports or contradicts the study's findings.

Table 1 shows a detailed analysis of the respondents' perceptions regarding their specific tasks and responsibilities during the implementation of the National Learning Camp. This table highlights how students, teachers, parents, and school administrators viewed their roles, shedding light on levels of engagement, accountability, and involvement in the program's execution. A closer look reveals that indicators S2, S4, S5, S8, and S10 received the highest mean score of 3.43, signifying a strong consensus among school administrators. These areas seem to reflect tasks where administrators feel confident and well-prepared. This finding is encouraging because it signifies that administrators are not merely managing their responsibilities but also experiencing a sense of proficiency and alignment in key aspects of their roles. When school leaders feel secure in their capabilities, it can lead to more effective decision-making, stronger leadership, and a more positive school environment. Their confidence likely translates into clearer guidance for teachers, better resource allocation, and a greater capacity to address challenges proactively.





On the other hand, S1 received the lowest mean score of 3.32. Although this still represents a positive perception, it highlights a modest gap, suggesting potential opportunities for growth and further support to align specific tasks with administrators' expertise. This indicates that while administrators still generally perceive their competence positively, there is room for growth in this area. The modest gap in confidence could stem from various factors, such as unclear expectations, insufficient training, or evolving demands that challenge administrators' existing expertise. This has important implications for professional development and institutional support. Even a tiny discrepancy in perceived readiness can affect decision-making, leadership effectiveness, and overall morale. These findings are further substantiated by the qualitative statements provided by school administrators, which echo the quantitative results. Their reflections affirm the areas of strength and highlight the need for continued support in certain tasks. These findings were supported by the study conducted by Loeb, Darling-Hammond, and Luczak (2020). It was found that when school leaders engaged in tasks aligned with their strengths, they felt more capable and confident. It will naturally inspire them to engage more fully and take a more active role.

Second, the National Learning Camp teacher-volunteers recorded the highest mean score of 3.51 for S2, highlighting the volunteers' confidence in applying their subject knowledge to support student learning. This finding underscores how well the program leveraged its existing expertise, allowing it to feel more effective in its instructional roles. Such alignment is crucial in professional development initiatives as it enhances teachers' confidence and instructional impact, potentially leading to improved student engagement and learning outcomes. Hence, the standard deviation suggests some variability in experiences, indicating that while many teachers found the program beneficial, some may have faced challenges. Addressing these concerns through targeted support mechanisms could help ensure a more consistently positive experience for all participants.

On the other hand, a mean score of 3.39 on S8 suggests that while many teachers were engaged, some struggled to stay entirely motivated or connected to the activities. These insights highlight the program's strengths in empowering teachers while identifying areas where it could improve in inspiring and engaging its participants. This variability in responses suggests that, while the program successfully empowered teachers, there were aspects that could be improved to sustain motivation and foster deeper engagement. Factors such as workload, activity design, or external influences may have contributed to this challenge, highlighting the need for strategies that foster continuous enthusiasm and connection. Addressing these concerns through targeted support mechanisms could help ensure a more consistently positive experience for all participants. Overall, the findings suggest that the National Learning Camp serves as a valuable model for professional development, and its success provides insights for designing future initiatives that further strengthen teacher effectiveness, engagement, and student learning.

These findings are further substantiated by the qualitative statements provided by the teacher-volunteers, supporting the quantitative results. Their reflections affirm the areas of strength, particularly their confidence in delivering subject content, and highlight the need for continued support in sustaining motivation and engagement throughout the program.

These findings were supported by a recent study that underscores the importance of effective professional development (PD) in enhancing teaching practices and addressing diverse student needs. Mohamed (2024), published in the *International Journal of Academic Research in Progressive Education and Development*, supports this idea, demonstrating that well-structured professional development (PD) programs have a significant impact on student achievement and classroom engagement. The study found that when teachers develop their knowledge, skills, and mindset, their students also thrive. This highlights the value of investing in professional development that is not only informative but also practical and inspiring. When educators feel equipped and supported, they can create more inclusive, engaging, and effective learning environments.



Parents' and guardians' perceptions regarding their roles and responsibilities at the National Learning Camp were also gauged in this study. The indicator that received the highest mean score of 3.16, which indicates substantial agreement among respondents, was S4. This suggests that parents or guardians agree that the tasks in the program contribute significantly to their child's development of practical skills, and it successfully integrates hands-on learning experiences, reinforcing the importance of bridging academic content with practical application.

On the other hand, the lowest-rated indicator, with a mean score of 3.03, is S2. This is suggestive that parents generally agree that the tasks and activities in the National Learning Camp are designed with clear objectives in mind and that these activities are effectively structured to help their children achieve the desired learning outcomes. However, while the "Agree" score is positive, the fact that it is not higher indicates that there may still be room for improvement in how the tasks are perceived. While parents generally agree that the program's tasks are structured with clear objectives to support their children's learning, the modest score suggests that some parents may perceive gaps in how well these objectives are communicated or how effectively the activities translate into meaningful learning outcomes.

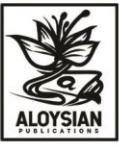
These findings are further substantiated by the qualitative feedback provided by parents and guardians, which aligns with quantitative results.

Overall, parents and guardians seem to feel reassured that the tasks and learning activities were aligned with the expected educational outcomes for their children. This suggests that they have confidence in the program's structure and trust that it is effectively guiding their children toward the academic goals set out for them. It reflects a partnership between the program and the parents, where the shared belief in its design fosters a positive outlook on their children's learning journey.

The findings align with Utami's (2022) study, which highlights the strong connection between parental involvement and positive educational outcomes for children. When parents and guardians are involved in their children's learning, it fosters a collaborative partnership between home and school, enriching the educational experience. This partnership not only leads to better academic performance but also contributes to improved classroom behavior, higher attendance rates, and enhanced overall well-being. Engaged parents are key to fostering a holistic and supportive learning environment.

Lastly, the students' experiences in the National Learning Camp were also assessed. The highest-rated indicator, S5, with a mean score of 3.08, highlights the program's success in making learning both engaging and meaningful for students. This suggests that the tasks and activities were not only enjoyable but also played a crucial role in deepening students' understanding of the material. When students find learning experiences engaging, they are more likely to stay motivated, retain information, and develop critical thinking skills, which are the key ingredients for long-term academic growth. This strong rating is a testament to the program's thoughtful design, which effectively blends challenge and enrichment. It shows that when students are actively involved in learning, rather than just passively receiving information, they are more likely to connect with the material in meaningful ways. This balance of engagement and intellectual stimulation is a significant strength of the National Learning Camp, as it reinforces the idea that education should not only inform but also inspire.

However, the lowest-rated indicator, S4, with a mean score of 2.96, highlights an area for improvement, specifically the need for more effective time allocation for tasks. Findings also show that there may have been occasional challenges with time management during the tasks. Some participants may have felt rushed or that the time allocated for specific activities was insufficient. This is an area for improvement, and it would be beneficial to reassess the pacing of tasks and time allocations to ensure they are realistic and allow for meaningful engagement with the material.



These findings are further substantiated by the students' reflections, which is reflective of the quantitative results. Their responses affirm that the National Learning Camp succeeded in making learning both engaging and meaningful, with many students expressing appreciation for the interactive and enjoyable learning experiences. At the same time, consistent with the lower rating in time management, several students noted feeling rushed during activities.

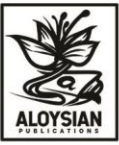
These findings are supported by a study conducted by Hsu et al. (2023) on time awareness in self-regulated learning. It reveals a fundamental truth that show learners' ability to manage and allocate their time can significantly impact their ability to absorb and apply new knowledge. When students are conscious of the time, they can plan and approach their tasks to maximize their learning potential.

Figure 3, the boxplot presentation, visually supports these findings. School administrators and teacher-volunteers show higher medians and more compact data ranges, indicating strong and consistent perceptions of empowerment. In contrast, students and parents display lower medians and wider spreads, including outliers, which highlight variability and uncertainty in their experiences. These patterns reveal a noticeable gap between those who lead and facilitate the program and those who receive or observe its effects. Overall, all groups affirm that the National Learning Camp fosters empowerment to some degree. However, the differences in their responses highlight areas where inclusivity can be strengthened. There is a clear need to enhance the involvement of parents and students by creating more participatory opportunities and platforms for feedback. Empowering every stakeholder is essential in cultivating a truly collaborative and impactful learning environment.

The observation that strategic planning may not have been fully optimized or consistently applied during the National Learning Camp resonates with recent insights from the field. For instance, Kgatitsoe (2023) emphasizes that factors such as ineffective leadership, inadequate infrastructure, insufficient training, and poor personnel management can create significant barriers to the successful implementation of strategic plans. These challenges highlight the importance of establishing robust leadership foundations, investing in infrastructure, and equipping teams with the necessary skills and resources to effectively translate plans into action.

For the teacher-volunteers, the highest-rated statements were S3, S4, S5, S6, S7, and S10, all tied at a mean of 3.47, which is interpreted as "Agree". This highlights the core strengths of the National Learning Camp. These include fostering collaboration among teacher-volunteers, inspiring and motivating students, creating a positive and productive learning environment through effective classroom management, demonstrating strong leadership, and leveraging individual strengths to contribute meaningfully to the camp's success. These high scores resonate with the values upheld during the camp; specifically, teamwork, motivation, leadership, and adaptability were not just practiced but also deeply appreciated. The emphasis on teamwork suggests that when teachers collaborate, they not only enhance their effectiveness but also contribute to a stronger, more cohesive learning environment. This highlights the importance of professional learning communities, where educators share insights, strategies, and encouragement to enhance student outcomes.

On the other hand, the lowest-rated indicator is S2, with a mean score of 3.41, which still falls within the "Agree" range, indicating that teacher-volunteers generally felt confident in their pedagogical approaches. However, its relative position as the lowest-rated item suggests an opportunity for growth, particularly in refining and innovating teaching strategies to better connect with and motivate students. This serves as a constructive reminder that even successful programs must continue evolving. Teaching is a dynamic process, and as student needs, learning styles, and educational landscapes shift, there is always room to explore new strategies that enhance engagement and effectiveness. The fact that this indicator scored slightly lower could indicate that some teacher-volunteers felt they needed additional tools or methodologies to reach certain students more effectively.



These findings are further substantiated by the qualitative feedback provided by teacher-volunteers, which reflects the survey results. Their responses affirm that the National Learning Camp successfully fostered collaboration, motivation, effective classroom management, leadership, and the recognition of individual strengths (S3, S4, S5, S6, S7, and S10). At the same time, they acknowledge the need for continued development in pedagogical approaches (S2) to better meet the evolving needs of learners. These insights highlight the importance of cultivating a supportive professional community while continuously innovating instructional practices to sustain student engagement and success.

Recent educational research supports the recognition that even well-established teaching practices can benefit from refinement and innovation. A study in the *Journal of Research in Innovative Teaching & Learning* by Marmet (2023) highlights the transformative power of combining effective pedagogical techniques with strong relationship-building strategies. These approaches not only enhance the learning experience but also create meaningful connections that inspire student engagement and drive success. This highlights the importance of continually evolving teaching methods to meet the ever-changing needs of learners.

Third, the parents and guardians' responses regarding their involvement in the National Learning Camp were also measured. The highest-rated indicators, S4 and S8, both with a weighted mean of 3.10, underscore the importance of collaboration between teachers and parents in the National Learning Camp. This substantial agreement among respondents highlights the program's commitment to fostering meaningful partnerships between educators and families, recognizing that student success is most effectively achieved when parents are actively involved in the learning process.

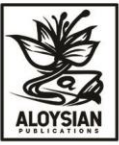
On the other hand, the lowest rated indicators are S1, S6, S7, and S10, with a weighted mean of 3.07. It implies that while the National Learning Camp has some strengths, it falls short in fully engaging parents and addressing their expectations. Parents feel that their ability to support their child's learning, foster collaboration with other parents, and address their child's specific needs is only moderately supported. These findings underscore the need for the National Learning Camp to enhance parental involvement through more meaningful opportunities, foster a sense of community among parents, provide individualized support tailored to learning needs, and clearly articulate its mission and objectives to establish trust and alignment with parents.

These findings are further strengthened by the qualitative feedback provided by parents and guardians, supporting the survey results. Their responses affirm the program's commitment to building strong partnerships between teachers and families (S4 and S8), recognizing that collaboration is key to student success. At the same time, parents noted areas where engagement and communication could be deepened, particularly in terms of individual support, parental collaboration, and program clarity (S1, S6, S7, and S10). These insights highlight the importance of intentional, two-way communication and more inclusive parent involvement to strengthen trust and shared ownership in their child's learning journey.

A recent study by Hill (2022) highlights the crucial role of parental involvement in enhancing educational programs. Active parental engagement has been linked to improved student attendance, social skills, and behavior. Fostering a sense of community among parents and providing individualized support for students' learning needs can significantly boost academic performance and emotional well-being.

Lastly, students' perceptions regarding their experiences in the National Learning Camp. The highest-rated indicators are S1, S4, S8, and S9, with a weighted mean of 3.17, indicating that the National Learning Camp effectively fosters essential student competencies. Students valued their ability to quickly understand new concepts, indicating that the program effectively supports cognitive skill development. These results suggest that the National Learning Camp creates a positive and enriching environment that promotes intellectual, creative, and communicative growth among its participants.





On the other hand, the lowest-rated indicator is S7, with a mean of 3.10, suggesting that the National Learning Camp may need to strengthen its efforts in fostering students' sense of responsibility and accountability for their learning. While the score still falls within the "Agree" range, it indicates a relative weakness compared to other areas. This suggests that students may feel the program provides limited opportunities or strategies for them to take ownership of their educational progress. These findings highlight the importance of deepening parental involvement through more meaningful and structured opportunities. While the camp acknowledges the role of parents, it may need to go further in creating platforms for active participation, such as interactive workshops, peer support groups, or personalized guidance sessions.

These findings are supported by the qualitative feedback provided by students, reflective of the survey results. Their responses affirm that the National Learning Camp effectively supports cognitive and creative growth by helping them understand new concepts quickly and communicate more confidently. At the same time, they recognize a need to improve in fostering a stronger sense of responsibility and accountability for their learning.

A recent study emphasizes the importance of integrating self-directed learning strategies to empower students to take ownership of their educational progress. According to Mohiyeddini (2024), implementing practical approaches that promote autonomy, relatedness, and competence can significantly enhance student motivation and engagement. This will help students develop the ability to set goals, monitor their progress, and reflect on their performance, leading to greater autonomy and responsibility in their academic journey.

Figure 4 shows a boxplot visualization of the perceptions of four key stakeholder groups: school administrators, parents, students, and volunteer-teachers, regarding their experiences or perceived empowerment in the implementation of the National Learning Camp. The distribution of responses highlights notable variations in how each group perceived their role and level of involvement.

School administrators exhibit the highest median scores with a narrow interquartile range, indicating strong and consistent agreement across their responses. The compactness of the data and the absence of outliers suggest that administrators shared a unified perception, likely reflecting their clear leadership role and active involvement in the planning and oversight of the camp. Similarly, teachers also report a relatively high median, showing a strong sense of engagement and empowerment. However, the longer, lower whiskers and the presence of outliers in the teacher group indicate that a few teachers may have experienced challenges or limitations in their roles, possibly due to heavy workload, unclear expectations, or uneven support.

In contrast, parents and students show more variability in their responses. The parent group reveals a broader spread of data, with a lower median and several outliers falling significantly below the interquartile range. This suggests that while some parents felt adequately involved, others perceived minimal empowerment or clarity in their roles within the camp. Such discrepancies could point to communication gaps or limited avenues for parent participation. Likewise, the student group displays moderate median and a wide distribution of responses, including outliers. This indicates that although many students had positive experiences, a considerable number felt disconnected or less empowered, revealing inconsistencies in how the program was experienced by its primary beneficiaries.

Overall, Figure 4 emphasizes the need to reinforce inclusive practices that elevate the voices of parents and students within the National Learning Camp framework. While administrators and teachers appear to be effectively engaged and empowered, the varying responses from students and parents highlight areas for improvement in terms of participation, communication, and support. Strengthening these dimensions will help create a more balanced, responsive, and equitable learning environment for all stakeholders involved in the program. Table 3 shows a detailed analysis of the respondents' perceptions of



the structure supporting the implementation of the National Learning Camp. This table highlights how each group of respondents viewed the organizational systems, processes, and support mechanisms in place, shedding light on how these structural elements facilitated or hindered the effective delivery of the program.

First, the school administrators' perceptions regarding the National Learning Camp's organizational structure. The highest-rated indicator is S7, with a mean score of 3.40, which suggests that administrators perceive the organizational framework as effectively facilitating the active participation of both teacher-volunteers and support staff. This indicates that the structure is considered supportive and conducive to collaboration and teamwork, which are essential for the success of the National Learning Camp. The positive rating reflects confidence in the system's ability to foster an environment where educators and support staff can contribute meaningfully, potentially enhancing the educational experience and camp outcomes.

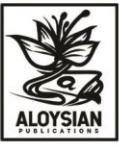
On the other hand, the lowest-rated indicator is S2, with a mean score of 3.27, which suggests that there may be some challenges or limitations in how communication is currently managed within the organizational structure. Although the score still falls within the "Agree" range, it suggests that administrators believe there is room for improvement in ensuring smooth and efficient communication among all key stakeholders. This could imply potential barriers to clear and timely information flow, hindering collaboration, decision-making, or responsiveness. These findings highlight the importance of deepening parental involvement through more meaningful and structured opportunities.

These findings are further substantiated by the qualitative feedback provided by school administrators, aligned with the survey results. Their responses affirm that the organizational structure of the National Learning Camp effectively supports the participation and collaboration of teacher-volunteers and support staff. At the same time, they acknowledge a need to enhance communication strategies within the framework, recognizing that clear and timely information flow is essential for seamless coordination and decision-making. These insights emphasize the value of both a strong structural foundation and transparent communication to sustain an inclusive and efficient learning environment.

A study by Bratchuk and Smith (2023) analyzed classroom communication barriers and developed strategies to overcome them. The research emphasizes the importance of addressing these barriers to improve educational outcomes. When communication breaks down or becomes unclear, it can create obstacles that slow progress and hinder the collective effort needed for success.

Looking into the teacher-volunteers' perceptions regarding the National Learning Camp's organizational structure revealed that the highest-rated indicator is S1, with a weighted mean of 3.44. This implies that the organizational framework provides adequate support for the engagement and involvement of teacher-volunteers and support staff in the National Learning Camp. This positive rating suggests that teacher-volunteers feel supported in collaborating with other volunteers and support staff, which is crucial for the program's success. It highlights that the structure provides an environment where teamwork is encouraged and communication is streamlined, helping to align everyone toward common goals. However, the score also suggests that while collaboration and communication are generally substantial, there may still be opportunities to refine and optimize these interactions.

The lowest rated indicator is S4, with a weighted mean of 3.14, which indicates concerns or limitations regarding the availability of teaching materials and resources in the National Learning Camp. Although the score falls within the "Agree" range, teacher-volunteers may need more consistent and timely access to essential materials. This finding has important implications for the program's effectiveness. Teaching materials are fundamental to delivering engaging and meaningful instruction, and any limitations in their availability could impact both teacher confidence and student learning experiences. When educators must adapt to or work around resource constraints, it can lead to inconsistencies in instruction, reduce



efficiency, and place additional strain on volunteers who may need to create or source materials independently. Addressing this concern requires a strategic approach to resource distribution.

These findings are further elaborated by the qualitative feedback provided by teacher-volunteers, reflecting the survey results. Their responses affirm that the National Learning Camp's organizational structure supports collaboration and effective engagement among volunteers and support staff (S3). At the same time, they highlight the need to improve the availability and consistency of teaching materials (S4), recognizing that resource limitations can hinder instructional quality and add pressure on volunteers. These insights emphasize the need for both structural support and adequate resources to ensure a smooth, empowering, and impactful learning experience.

These findings are further corroborated by recent research, reinforcing the validity and relevance of the observed outcomes. Wu (2024) conducted a study on educational equity and resource allocation, emphasizing the need for effective distribution of resources to guarantee that all students have equal opportunities to succeed, regardless of their backgrounds.

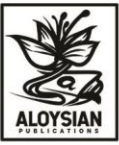
On the parents' and guardians' perceptions regarding the current organizational structure that supports the implementation of the National Learning Camp, indicator S7 received the highest mean score of 3.09. This suggests that parents strongly agree with this aspect of the program. Seeing it as effective in providing personalized support to meet the individual educational needs of students. It also indicates that the National Learning Camp is likely implementing tailored approaches, such as differentiated instruction or targeted interventions, to support students at various levels.

On the other hand, the lowest-rated indicator is S2, with a weighted mean of 3.01, indicating that while parents generally agree, there is room for improvement in fostering greater parental involvement in the program. Although parents agree that the structure allows for some involvement, the relatively low score suggests that there may be insufficient opportunities for parents to actively contribute to their child's learning. This finding has important implications for the program's effectiveness. Teaching materials are fundamental to delivering engaging and meaningful instruction, and any limitations in their availability could impact both teacher confidence and student learning experiences. When educators must adapt to or work around resource constraints, it can lead to inconsistencies in instruction, reduce efficiency, and place additional strain on volunteers who may need to create or source materials independently.

These findings are backed by the qualitative feedback provided by parents and guardians, which reflects the survey results. Their responses affirm that the current organizational structure of the National Learning Camp effectively supports the individual learning needs of students through personalized approaches (S7). At the same time, they point to the need for more meaningful opportunities for parental involvement (S2), recognizing that active family engagement is essential for sustaining student progress and strengthening school-home partnerships. These insights reinforce the value of inclusive planning and the importance of fostering a collaborative ecosystem that empowers both learners and their families.

A study conducted by Haryanto (2024) similarly highlights the crucial role that parental involvement plays in promoting positive educational experiences. When schools and parents collaborate, they establish a powerful support system for students, promoting their academic progress and emotional development. Prioritizing parental involvement in education and building strong, collaborative partnerships between schools and families is essential for creating a system that nurtures student success and well-being. Such collaboration not only enhances academic outcomes but also fosters the overall development of students, preparing them for a future filled with possibilities.

Lastly, the students' perceptions regarding the current organizational structure of implementing



the National Learning Camp program. The highest-rated indicators are S6 and S8, with a weighted mean of 3.19. This indicates that the National Learning Camp has successfully established an effective organizational structure that fosters a supportive and engaging learning environment. Clear communication among participants, teacher-volunteers, and administrators ensures that students are well-informed, promoting open dialogue and feedback. These factors increase student engagement, deepen learning experiences, and strengthen academic outcomes.

On the other hand, the lowest-rated indicators are S3 and S9, with a weighted mean of 3.08. It suggests that there may be challenges in the program's ability to provide students with the necessary materials and tailored assistance for success. Participants may find it difficult to quickly access resources, suggesting that improvements in the distribution process or clarity of availability are needed.

These findings are well supported by the qualitative feedback provided by students, which mirrors the survey results. Their responses affirm that the National Learning Camp has successfully built an environment characterized by clear communication and supportive interactions (S6 and S8). Students expressed that they felt informed, listened to, and encouraged to participate actively in their learning. However, they also pointed out concerns regarding access to learning materials and personalized assistance (S3 and S9), suggesting the need for enhanced resource delivery and tailored support systems. These insights reflect both the strengths of the camp's current organizational framework and its opportunities for growth in meeting student needs more comprehensively. A study by Luz (2023) reviewed global research on the accessibility of guidance and counseling services in schools, emphasizing the need for enhanced accessibility to meet students' needs in the modern era. The study emphasizes the importance of ensuring that all students, regardless of their background, have equal access to these essential services, thereby promoting their academic and emotional well-being in an increasingly complex world.

Figure 5 presents a boxplot comparing the perceptions of administrators, teachers, parents, and students regarding the structural aspects of the National Learning Camp. The term "structure" here refers to the organization, systems, roles, schedules, and frameworks that support the delivery and implementation of the camp's program.

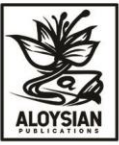
School administrators once again reflect the most consistent and favorable perceptions. Their responses show a high median and a relatively narrow interquartile range (IQR), indicating a strong agreement that the structural components of the camp are sound and well-established. The absence of outliers further suggests consensus within the group, likely because administrators are directly involved in shaping the program's structure and ensuring operational oversight.

Teachers display a similarly high median, showing general agreement with the effectiveness and clarity of the program's structure. However, the wider IQR and the presence of low outliers, such as IDs 183 and 250, indicate that while most teachers feel the structure supports their work, a few may experience challenges or inconsistencies, perhaps related to scheduling, workload distribution, or coordination.

In contrast, parents and students reflect lower and more varied perceptions. The parent group shows a moderate median with a wide range of scores, including several notable outliers on the lower end (e.g., IDs 95, 100, 103, and 167). This suggests that while some parents view the structure positively, others perceive it as lacking clarity or accessibility.

These responses may reflect limited understanding of how the camp is organized or their marginal role in its structural decisions.





Students also present a moderate median with a noticeable spread of responses and a few outliers, such as ID 4. This variability indicates inconsistent experiences of structure among the students, possibly related to classroom organization, activity sequencing, or unclear expectations. Their lower scores suggest that while the structure is in place, it may not always translate into a coherent or supportive experience from the learner's perspective.

Overall, Figure 5 highlights a clear trend that the more actively involved a group is in the planning and implementation of the National Learning Camp the more favorably they perceive the structure. Conversely, groups with less decision-making power or access to structural information, like parents and students, report more diverse and less confident assessments.

These insights suggest a need to bridge the perception gap by improving communication about the program's framework and providing more transparent, inclusive avenues for engagement. Strengthening how the structure is experienced at all levels is essential to ensure that it supports not just implementation efficiency but also equity and accessibility for all stakeholders.

Table 15 shows a detailed analysis of the respondents' perceptions regarding the organizational culture of the National Learning Camp. This table highlights how the different groups of respondents perceived the shared values, norms, and practices within the program, shedding light on the overall climate of collaboration, inclusivity, and support that influenced their experiences during implementation.

School administrators' perceptions regarding the organizational culture of the National Learning Camp revealed that the highest-rated indicators are S2, S6, S7, and S10, with a mean score of 3.37. It is indicative of the organizational culture of the National Learning Camp that is strongly aligned with its educational goals and values. The emphasis on a student-centered approach suggests that the program prioritizes the needs of students, ensuring that teaching strategies and learning activities are designed to support their individual growth.

On the other hand, the lowest-rated indicators are S4, S8, and S9, with a mean of 3.30. This implies that there may be areas for improvement in how these aspects are emphasized within the National Learning Camp. While the organizational culture generally supports strategic goals, the focus on fostering innovation in teaching methods and activities could be enhanced to better align with evolving educational needs. Specifically, these findings indicate that aspects related to fostering innovation in teaching methods and activities may not be as strongly emphasized as other components of the program. These findings are corroborated by the qualitative feedback provided by school administrators, aligned with the survey results. Their responses affirm that the organizational culture of the National Learning Camp is rooted in student-centered values and educational alignment. Administrators acknowledged that the program consistently prioritizes learners' needs and fosters a culture of shared purpose among stakeholders. However, they also emphasized the need to cultivate greater innovation in teaching strategies and learning activities, highlighting areas where the camp could further evolve to meet the dynamic demands of education.

In support, research by Nazmi et al. (2023) highlights educators' challenges in adapting to diverse learning environments, underscoring how these difficulties can compromise the overall effectiveness of educational programs. Their study emphasizes that the shift to educational platforms has affected teachers' ability to engage with students and impacted the seamless delivery of curriculum, thus highlighting the need for improved adaptability and resourcefulness within educational structures.

On the teacher-volunteers' perceptions regarding the current organizational culture of the National Learning Camp and its alignment with the camp's strategic goals and educational objectives, the highest-rated indicators are S2, S3, and S10, with a mean score of 3.41. This suggests that the National Learning Camp has successfully cultivated a strong organizational culture that prioritizes student-centered learning, collaboration among teacher-volunteers and staff, and adaptability to meet evolving educational



needs. These aspects reflect the program's commitment to fostering an environment that places students at the center of its goals, ensuring that their unique needs and interests are addressed effectively. However, while these high ratings indicate a strong foundation, they also serve as a reminder that maintaining such a culture requires continuous effort. The evolving landscape of education demands ongoing reflection, innovation, and responsiveness. To sustain this positive momentum, the National Learning Camp can further enhance collaboration by encouraging more peer mentoring, creating opportunities for shared learning experiences among educators, and integrating student feedback into program development.

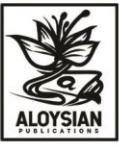
On the other hand, the lowest-rated indicators are S5 and S8, with a weighted mean of 3.36, suggesting that while the National Learning Camp has built a generally effective organizational culture, there may be areas where communication about strategic goals and educational objectives could be improved. This finding suggests that while the National Learning Camp has fostered a generally strong organizational culture, there are areas where communication regarding strategic goals and educational objectives could be enhanced. This finding highlights a critical challenge: ensuring that every teacher-volunteer not only understands the broader mission of the camp but also recognizes the impact of their efforts on its overall success. When volunteers have a clear understanding of the program's vision and their role within it, they are more likely to feel motivated, engaged, and aligned with the camp's objectives. However, communication gaps can lead to uncertainty, missed opportunities for collaboration, and a lack of cohesion in implementing key initiatives. Without a shared sense of direction, even the most dedicated educators may struggle to maximize their impact.

These findings are further substantiated by the qualitative feedback provided by teacher-volunteers, which closely mirrors the survey results. Their responses affirm that the National Learning Camp has successfully built an organizational culture grounded in student-centered values, collegial collaboration, and adaptive teaching (S2, S3, and S10). However, their reflections also point to areas for growth, specifically in enhancing communication about the camp's strategic goals and educational objectives (S5 and S8). These insights reinforce the importance of maintaining a shared vision and transparent dialogue to sustain momentum and deepen impact.

The findings are supported by a study conducted by Holloway (2020), which underscores the importance of establishing clear and meaningful accountability structures that keep volunteers on track and cultivate a sense of shared responsibility for the program's success. When volunteers are supported, empowered, and made to feel that their contributions are essential to the broader vision, they become more than just participants; they become invested partners.

Parents and guardians' perceptions of the National Learning Camp's organizational culture revealed that the highest-rated indicator is S10, with a mean of 3.17. It indicates that participants generally agree that the program fosters a supportive, inclusive, and secure environment for students. This suggests that the camp prioritizes student well-being and strives to create a nurturing environment that encourages learning and growth. However, while the score reflects a positive perception, it also indicates room for improvement. Slightly higher scores could be achieved by enhancing safety measures, inclusive practices, and the overall environment, ensuring all students feel fully supported in their academic, social, and emotional development. Strengthening these aspects could further elevate the experience for students and make the program even more conducive to their success and well-being.

On the other hand, the lowest rate indicators are S1, S4, S5, S6, and S9, with a mean of 3.07, suggesting that areas within the National Learning Camp's organizational culture may require attention and improvement. The statements highlight that while the National Learning Camp has built a generally positive organizational culture, certain areas require further attention and improvement. These indicators highlight key concerns regarding the program's alignment with educational objectives, communication effectiveness, respect for diverse learning needs, commitment to continuous improvement, and recognition of teacher-



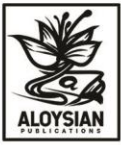
volunteers. When communication is unclear or inconsistent, it can lead to misunderstandings about program goals, expectations, and roles. Strengthening this aspect could foster a more unified and collaborative environment where all stakeholders feel informed and valued.

These findings are well-supported by the qualitative feedback provided by parents and guardians, which reflects the survey results. Their responses affirm that the National Learning Camp successfully fosters a safe, inclusive, and supportive learning environment (S10), emphasizing student well-being and holistic development. However, parents also voiced concerns regarding communication, alignment with educational goals, and the consistent recognition of teacher-volunteers (S1, S4, S5, S6, and S9). These insights suggest a need for clearer program communication, stronger home-school collaboration, and more visible appreciation of the educators who play a vital role in students' learning journeys.

Similar challenges have been observed in other educational contexts. For instance, a study by Alicante-Marté (2023) highlighted that a strong organizational culture enhances teacher dedication, suggesting that fostering a more supportive environment could lead to increased motivation and reduced turnover among educators. Additionally, poor communication and a lack of inclusivity in addressing diverse learning needs could hinder the program's effectiveness, ultimately affecting student engagement and outcomes. Ensuring clear communication and promoting an inclusive approach can improve instructional quality and learning experiences.

Lastly, the students' perceptions of the National Learning Camp's organizational culture yielded relatively high ratings on S3 and S6, with a mean score of 3.22 for active participation in class activities and student collaboration. It implies that the program successfully cultivates an interactive, cooperative, and dynamic learning environment which is a crucial element of a practical educational setting, as student engagement is directly linked to motivation, deeper learning, and overall academic success. The strong emphasis on collaboration suggests that students not only value working together but also recognize the importance of peer interactions in deepening their understanding of concepts. When students feel encouraged to participate actively and share ideas with their peers, they develop essential social skills such as teamwork, communication, and problem-solving, which are critical beyond the classroom. Moreover, an environment that nurtures engagement helps instill a sense of responsibility and ownership over one's learning, leading to more meaningful educational experiences. On the other hand, the lowest-rated statement is S4, with a mean score of 3.16, suggests that while the National Learning Camp fosters a generally supportive environment, there is room for improvement in terms of inclusivity and valuing diversity. Although the score still indicates general agreement, the slightly lower rating hints at a potential gap that some students may feel that their unique backgrounds, abilities, or learning needs are not fully acknowledged or respected. This highlights an important area for growth: ensuring that every student, regardless of their differences, feels equally valued and understood. A truly inclusive learning environment goes beyond accessibility; it embraces and actively integrates diverse perspectives, experiences, and abilities into the educational process. To enhance inclusivity, the camp could implement more student-centered strategies, such as differentiated instruction that accommodates various learning styles, culturally responsive teaching that reflects students' diverse backgrounds, and platforms where students can share their experiences and ideas.

These findings are further backed by the qualitative feedback provided by students reflecting the survey results. Their responses affirm that the National Learning Camp fosters a collaborative and engaging learning culture (S3 and S6), where students feel encouraged to participate and work together. However, a slightly lower rating for inclusivity (S4) reveals that while the camp creates a generally supportive environment, there is still room to strengthen how diversity and individual needs are acknowledged and celebrated. These insights underscore the importance of maintaining a dynamic, learner-centered culture while ensuring that every student feels seen, valued, and included.



Findings from a similar study conducted by Cacho and Santos (2023) highlighted challenges, including limited resources and facilities can hinder the program's ability to address the diverse backgrounds of participants. These constraints suggest that despite the camp's efforts toward inclusivity, structural barriers may still impede its ability to fully accommodate all students.

Addressing these challenges through improved resource allocation, targeted teacher training on inclusive practices, and open discussions about diversity and equity could significantly enhance the National Learning Camp's commitment to creating an environment where every learner feels respected, valued, and empowered.

Figure 6 shows a boxplot comparing the perceptions of four stakeholder groups: school administrators, teachers, parents, and students, regarding the cultural climate within the National Learning Camp. In this context, "culture" refers to the values, norms, relationships, and shared experiences that shape the learning environment and stakeholder engagement.

The responses of school administrators show a high median and a narrow interquartile range, indicating a strong consensus that the culture of the camp promotes collaboration, respect, and positive interaction. Their scores are consistently high, with no extreme outliers, reflecting their satisfaction with how the organizational culture aligns with the goals and spirit of the program. This likely stems from their central role in shaping and maintaining the camp's overall direction and values.

Teachers also express similar positive perceptions. Their median is slightly lower than that of administrators but remains above average, and their responses show a reasonably tight distribution. However, the presence of a few low outliers, such as responses from IDs 183 and 250, suggests that some teachers may feel disconnected or less supported culturally, perhaps due to implementation challenges, lack of recognition, or inconsistent collaboration among stakeholders.

Parents, on the other hand, exhibit a more varied and lower distribution of responses. The boxplot reveals a lower median, a wider spread, and a notable cluster of low outliers (e.g., IDs 95, 103, 167). This suggests that a significant portion of parents feel excluded from or disconnected from the cultural aspects of the camp, possibly due to insufficient involvement, lack of communication, or minimal engagement in decision-making processes. These findings point to a potential disconnect between the intended inclusive culture and parents' actual experiences.

Students, the primary beneficiaries of the program, show a moderate median and a wider interquartile range than school staff. Their responses are more dispersed, reflecting a range of experiences with the camp's cultural environment. While many students appear to recognize a generally positive and respectful atmosphere, the presence of an outlier (e.g., ID 4) indicates that a few students may feel disengaged or unsupported. This implies the need to ensure that the culture within classrooms and activities is inclusive and affirming for all learners.

Overall, Figure 6 reveals a clear pattern where administrators and teachers perceive the camp's culture as more positive and consistent, while parents and students experience greater variability, with several expressing concerns or dissatisfaction. These results highlight the importance of cultivating a culture that not only values academic success but also prioritizes inclusive relationships, active communication, and meaningful participation from all stakeholder groups.

Strengthening cultural cohesion through transparency, shared decision-making, and intentional engagement, especially with parents and learners, will help reinforce a more unified and empowering National Learning Camp environment.



Table 20 shows that the correlation among perceived task, people, structure, and culture from administrators' views was significant ( $r=.831$  to  $.988$ ,  $p<.001$ ). It provides valuable insights into how school administrators perceive the different components of the National Learning Camp. It shows that all relationships among task, people, structure, and culture are not only positive but also highly significant ( $p < .001$ ), highlighting how deeply interconnected these areas are in administrators' experiences. The strong correlation between tasks and people ( $r = .893$ ) suggests that when administrators see tasks as clear, meaningful, and well-designed, they also tend to view the people involved as empowered and capable. Similarly, the relationship between task and structure ( $r = .831$ ) indicates that well-planned tasks go hand in hand with a sense of organized systems and supportive structures within the camp.

The connection between task and culture ( $r = .843$ ) shows that effective tasks contribute significantly to building a positive and inclusive camp culture. Even more striking is the nearly perfect correlation between people and structure ( $r = .988$ ), suggesting that administrators see the empowerment of individuals and the presence of strong organizational systems as almost inseparable. Likewise, the relationship between people and culture ( $r = .976$ ) reflects that when people feel valued and capable, it naturally fosters a culture of positivity, trust, and collaboration. Finally, the strongest correlation is between structure and culture ( $r = .993$ ), which implies that administrators view the program's organizational structure and its cultural environment as virtually the same. In other words, a well-structured program inevitably shapes and sustains a strong, inclusive, and supportive culture.

Recent studies have identified significant relationships among various elements in implementing the National Learning Camp. For instance, Visca and Pelayo (2024) found that teacher-student interactions within the camp's framework significantly influenced student engagement and learning outcomes, highlighting the critical role of people-related factors in the program's success. Similarly, Taypin and Generalao (2024) reported that the camp's structure and culture significantly impacted participants' experiences, emphasizing the importance of a well-organized framework and a positive, inclusive environment in enhancing educational outcomes.

Table 21 shows that the association among perceived task, people, structure, and culture from teachers' views was significant ( $r=.827$  to  $.895$ ,  $p<.001$ ). It provides a clear picture of how teachers perceive the different aspects of the National Learning Camp. It shows that all four elements: task, people, structure, and culture, are not only positively related but also highly significant ( $p < .001$ ), indicating that for teachers, these elements are deeply interconnected in shaping their overall experience of the camp.

One of the most striking findings is the very strong correlation between task and people ( $r = .937$ ). This suggests that when teachers perceive tasks as clear, meaningful, and aligned with students' needs, they also see the people involved, such as students and fellow teacher-volunteers, as confident, capable, and actively engaged in the learning process. In essence, effective tasks bring out the best in everyone, enhancing both confidence and motivation.

The relationship between task and structure ( $r = .835$ ) further indicates that when tasks are well-planned and organized, teachers feel that the camp itself is structured in a way that supports successful implementation. Similarly, the correlation between task and culture ( $r = .851$ ) shows that meaningful and purposeful tasks help create a learning culture that is positive, inclusive, and motivating for all participants.

Looking at the other relationships, the strong correlation between people and structure ( $r = .827$ ) suggests that teachers see empowered and motivated people as being supported by effective systems and structures. The link between people and culture ( $r = .825$ ) reinforces the idea that when individuals feel valued and competent, it naturally contributes to a positive, collaborative, and nurturing culture. Finally, the high correlation between structure and culture ( $r = .895$ ) reflects how teachers view the program's



organizational systems, and its overall culture as deeply intertwined—strong structures create space for a supportive and inclusive environment to flourish.

Table 22 shows that the association among perceived task, people, structure, and culture from parents' views was significant ( $r=.960$  to  $.978$ ,  $p<.001$ ). The correlation matrix offers valuable insight into how parents view the different aspects of the school or learning program. It shows that all four components—task, people, structure, and culture—are not only positively related but also highly significant ( $p < .001$ ), indicating that for parents, these elements are deeply interconnected in shaping their overall perception and experience of the school.

One of the most striking findings is the very strong correlation between task and people ( $r = .972$ ). This suggests that when parents see tasks as clear, meaningful, and relevant to their children's needs, they also tend to view the people involved—teachers, staff, and volunteers—as competent, caring, and capable. In essence, effective and well-designed tasks strengthen parents' trust in the people facilitating their children's learning.

The relationship between task and structure ( $r = .978$ ) further indicates that when tasks are well-planned and organized, parents feel that the school itself has a strong and efficient structure that supports student learning. Similarly, the correlation between task and culture ( $r = .970$ ) shows that meaningful and purposeful tasks contribute to building a school culture that is positive, welcoming, and student-centered.

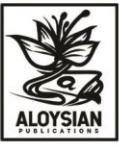
Looking at the other relationships, the strong correlation between people and structure ( $r = .968$ ) suggests that parents see competent and empowered teachers and staff as being supported by effective organizational systems and structures. The link between people and culture ( $r = .960$ ) reinforces the idea that when parents perceive teachers and staff as capable and caring, it naturally fosters a culture that feels inclusive, safe, and nurturing for their children. Finally, the high correlation between structure and culture ( $r = .972$ ) reflects how parents view the school's organizational systems and its culture as deeply intertwined; strong structures create an environment where a positive and supportive culture can thrive.

Table 23 shows the association among perceived task, people, structure, and culture from students' views were significant ( $r=.921$  to  $.973$ ,  $p<.001$ ). The correlation matrix offers a powerful glimpse into how students experience their school environment, showing that their perceptions of task, people, structure, and culture are all strongly and significantly connected ( $p < .001$ ). For students, these parts of their learning experience do not exist in isolation; they're deeply woven together.

For example, when students see their tasks as clear, meaningful, and engaging, they also tend to view the people involved—like their teachers and school staff—as supportive, capable, and caring ( $r = .927$ ). They feel that their school's structure is organized and reliable ( $r = .924$ ), and they experience the overall school culture as positive, safe, and encouraging ( $r = .938$ ). In their eyes, when learning activities make sense and feel purposeful, everything else feels better too.

A remarkably strong connection is noted between how students perceive people and structure ( $r = .973$ ), suggesting that when they feel supported and encouraged by their teachers, they also see their school as a place that is well-managed and organized. Likewise, the link between people and culture ( $r = .917$ ) indicates that when students feel cared for and respected, it contributes greatly to a culture where they feel they belong.

Lastly, the strong relationship between structure and culture ( $r = .921$ ) shows that students see an organized school structure as something that creates an environment where they feel safe, valued, and motivated to learn.



## CONCLUSION

Based on the results of the thematic analysis and interpretation of the gathered data, the following were discovered.

The tasks and learning activities in the National Learning Camp are generally well-aligned with participants' skills, indicating thoughtful program design. However, adjustments in pacing and duration are necessary to sustain learner engagement and accommodate diverse learning needs. While the camp empowers the strengths and roles of various stakeholders, particularly administrators and teacher-volunteers, there is a clear need to improve communication strategies, foster innovation, and enhance instructional approaches to ensure greater inclusivity and relevance. The existing organizational structure promotes collaboration and goal alignment, yet areas such as consistent communication, sufficient resource availability, and more meaningful parental involvement require strengthening. Moreover, while the camp's culture is perceived as positive and student-centered, enhancements in innovation, inclusivity, and communication are still necessary to fully realize its transformative potential.

The findings also revealed in stakeholder perceptions, particularly between teacher-volunteers and parents/guardians. These perceptual disparities across the core components of tasks, people, structure, and culture point to misalignments that may hinder a shared understanding of the program's goals. Addressing these gaps is essential for fostering a more cohesive and unified approach to implementation. The strong correlations among all four dimensions further emphasize the interconnectedness of these components, suggesting that improvements in one area, such as task clarity, can positively influence others, including engagement, empowerment, and cultural cohesion.

To further guide program development, the results analysis provides valuable insight into the current state of the National Learning Camp. Among its strengths are the clear alignment of tasks with learners' abilities, the empowerment of educators, and a generally supportive and collaborative camp culture. Weaknesses include gaps in communication, limited parental participation, inconsistent instructional practices, and a need for more inclusive and adaptive teaching methods. Opportunities lie in enhancing stakeholder collaboration, integrating feedback mechanisms, expanding parent engagement, and providing targeted training for teacher-volunteers. However, threats remain in the form of ongoing disparities in stakeholder perspectives, potential disengagement due to structural or cultural misalignment, and challenges related to sustainable resource distribution.

Taken together, these findings underscore the need for a holistic, inclusive, and data-informed approach to refining the National Learning Camp. By aligning meaningful tasks with effective teaching practices, strengthening relational and structural frameworks, and cultivating a culturally responsive learning environment, the National Learning Camp can evolve into a more dynamic and impactful initiative. Hence, future implementations must prioritize stakeholder voice, continuous improvement, and systemic coherence to ensure that all participants, especially learners, thrive within a truly empowering educational experience.

The results of the analysis revealed the following significant findings: The school administrators and teacher-volunteers should work collaboratively to evaluate and adjust the pacing and duration of tasks and learning activities in the National Learning Camp. Doing so will ensure that these tasks remain engaging, accessible, and achievable for all students. Emphasizing strengths, such as the program's existing

alignment with learners' skills and the strong collaborative culture among educators, this recommendation seeks to maximize the National Learning Camp's instructional effectiveness. However, in addressing identified weaknesses, there is a pressing need to integrate more innovative teaching strategies and adopt flexible, differentiated pedagogical approaches that cater to diverse learning needs. These strategies can help maintain the camp's relevance and promote deeper student engagement.

In support of opportunities for growth, administrators and teacher-volunteers should prioritize inclusivity by fostering a learning environment that respects and embraces individual differences. This can be achieved through targeted professional development sessions, intentional program design, and the inclusion of Universal Design for Learning (UDL) principles. Furthermore, the threat posed by significant perception gaps between stakeholders, particularly between teacher-volunteers and parents/guardians, must be proactively addressed. Organizing feedback sessions, parent-teacher dialogues, workshops, and community discussions can serve as platforms for aligning expectations, clarifying program goals, and strengthening stakeholder relationships. These efforts will contribute to a more unified, transparent, and supportive implementation of the National Learning Camp.

Future research is recommended to explore the long-term impact of the National Learning Camp on students' academic achievement and social-emotional development. A longitudinal approach, tracking students over time, could provide deeper insights into the sustainability and lasting effects of the program. This would address both an opportunity for program enhancement and a potential threat: the risk that short-term interventions may not yield enduring benefits unless followed up with continuous support and evaluation. Influencing how the skills and competencies acquired during the camp influence students' educational trajectories will be vital in shaping future iterations of the program and ensuring its continued relevance and effectiveness.

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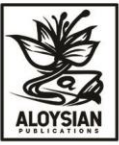
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