

Phenomenological Inquiry on National Learning Camp Implementation: Basis for Program Recalibration

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ABSTRACT

The implementation of the National Learning Camp as a recovery program of DepEd, confronted the stakeholders with challenges in its initial years. This transcendental phenomenological inquiry investigated the lived experiences of stakeholders: Learning Camp Volunteers (LCVs), learners who attended English classes, and school administrators along Context, Input, and Process evaluation. In this formative evaluation, the participants were selected using criterion-purposive sampling, and the researcher developed a semi-structured questionnaire with a scale content validity index (S-CVI) average of 1.00. Optimizing Colaizzi's Method of Analysis, the themes in the context evaluation are stakeholders' motivation, foregoing challenges: English language learning difficulties, teachers' work and life balance, and logistics concerns. Input evaluation uncovered teachers' insights on the NLC resources, and students' experiences from the three subcamps: Intervention, Consolidation, and Enhancement. The Process evaluation unveiled the NLC structure and teaching strategies, advantages of collaboration, reflection of the stakeholders' experiences, and implementation challenges encountered. Based on the findings, the study recommends policy recalibration to mandate students who need remediation to participate in the NLC, increase teachers' incentives, improve learning resources and its earlier reproduction, and enhance strategies to ensure learners' participation. These recommendations aim to recalibrate the NLC implementation, investing to learner's English language literacy.

Keywords: National Learning Camp (NLC), Phenomenological inquiry, Formative evaluation

INTRODUCTION

Background of the Study

English, as the de facto language, has cemented its fundamental role in global development. It is used as an implicit means of communication in all forms for various commodities, services, and transactions in global platforms. Understanding that for an individual to be globally competent, one needs to be proficient and confident in using English as a channel of communication, it is imperative that the quality of English education adheres to the demands of global citizenship. Moreso, the international economy demands a higher level of literacy achievement. Thus, today English literacy is no longer perceived as a luxury for the educated but a necessity to humanity.

Albeit English is considered as one of the official national languages of the Philippines, English language learning in the country has been a challenging facet of literacy particularly in reading and writing. Based on the English First-English Proficiency Index EF EPI, (2018), Philippines ranked 14th among 88 countries in Global English Proficiency with a score of 61.84. Moreover, the Program for International Student Assessment or PISA (2018) revealed that the Philippines ranked 78/78, and 77/81 countries in 2022. The PISA assessed 15-year-old Filipino students who are enrolled in Grade 7 or higher, both from public and private schools (Haw et al., 2021).

Thus, beyond the challenges, the Department of Education collaboratively executes all efforts to adapt to the changes in our society by providing programs and projects to bridge the learning gaps to the goals of the department. Civilizations' fast growth and development in every educational setting necessarily leads to changes in knowledge and technology. One of the noticeable developments is the initiative of new curriculum implementations, hence the MATATAG curriculum was introduced in the Philippine education system.

The MATATAG initiative, in one of its umbrellas, establishes the National Learning Camp (NLC). NLC is designed as part of the National Learning Recovery Program initiated by the Department of Education to maximize competency-based learning outcomes and improve teachers' competencies and therefore quality of instruction in secondary education. During End of School Year (EOSY) break of 2022-2023, the initiative focused on three subjects namely Mathematics, English, and Science aligned to curriculum of grades seven and eight. The program is categorized into three camps: Intervention, Consolidation and Enhancement. However, educational advancements seldom achieve anticipated objectives. It is widely acknowledged that encountering challenges and intricacies while implementing innovation in any domain is a common reality.

Based on empirical observations of the researcher in the previous implementations of the National Learning Camp, there were challenges encountered by the stakeholders such as the inconsistent students' participation or attendance in the camp, logistical issues such as resources reproduction, concerns on the learning environment, and overloaded activities in the learning materials. Thus, the implementation of NLC necessitates a conduct of formative evaluation to understand the participants' lived experiences and uncover challenges faced.

Statement of the Problem

This forward-looking and decision-oriented research aimed to carry out a formative evaluation along the Context, Input, and Process of National Learning Camp (NLC) implementation in English. This study mainly focused on identifying problems from experiences of the stakeholders for the improvement of NLC implementation. It aimed at uncovering themes that stem from experiences of school administrators, teachers, and learners about NLC, and suggesting practicalities for the effective implementation of NLC in English education and this study answered these questions:

1. What are the lived experiences of the stakeholders in the implementation of the NLC?
2. What program recalibration may be proposed to enhance the NLC implementation?

Significance of the Study

Through this study, the researcher aimed to uncover challenges encountered from the lived experiences of the stakeholders in the implementation of the NLC in English. The unraveled themes carry implications that are substantial in recalibrating the strategies in

implementing the NLC. The themes are concrete empirical evidence on how to address the disparities in the NLC

The result of this program evaluation is deemed necessary as the basis for the decision-making responsibilities of policymakers of the country's basic education sector. Thus, this formative evaluation strengthens the implementation practice and quality of instruction delivery in English, and administrative duties and functions in the learner-centered NLC implementation.

Scope and Delimitation of the Study

This research generally focused on systematically understanding the interaction, contextual factors, and intricate dynamics of NLC implementation at the initial stage. Specifically, it aimed to collect qualitative data through interviews and focused-group discussions to identify the points for improvements, and obstacles or challenges encountered by the stakeholders in the implementation of the National Learning Camp. The core of the evaluation is on the context, input and process of English language education of the secondary schools implementing the NLC. It was limited only to participants who were directly involved in implementing the camp from one of the districts of the Schools Division Office of Quirino.

The participants were selected learners, the Learning Camp Volunteer (LCV) or teachers who facilitated in learning in English classes, and school assigned in the National Learning Camp. This formative evaluation focused on the Context, Input, and Process phase (Stufflebeam, 2002; Halimah & Hadjar, 2018), of the NLC implementation last July 2024. Also, no data was used except feedback from stakeholders involved in the conduct of NLC. External data or comparative studies with other similar programs were not integrated. This study did not make comparisons with different evaluation models or even alternative learning recovery programs. Furthermore, albeit the comprehensive nature of this formative evaluation study, it is limited to its contextual environment. It may not reflect all potential perspectives of the lived experiences among the stakeholders involved in the program. Most importantly, the subjective background of this study heavily relies on the interpretation of the participants' lived experiences which may include potential bias from them. These limitations are vital considerations that must be acknowledged to determine the applicability and extent of the findings, underscoring the importance of caution in data interpretation.

National Learning Camp

The National Learning Camp or NLC is a program aligned from the MATATAG Agenda that targets improving the education system by providing targeted learning recovery strategies. The learning gaps across all subject areas brought by the COVID 19 need to be mitigated by the Department of Education, hence the government designed programs to bridge and conquer these learning gaps.

Anchored from the MATATAG agenda: Batang Makabansa, Bansang Makabata', the Department of Education released DepEd Order 014 series of 2023, known as the policy guidelines on implementing the National Learning Camp. The intent of this initiative is to raise learners' abilities in English, Science, and Math. Furthermore, it allows for teacher collaboration and exchange of best practices in these three subject areas. The program National Learning Camp (NLC) was launched in Pasig City on July 24, 2023 which is an umbrella or advocacy of the National Learning Recovery Program (NLRP) that aimed at resolving learning discrepancies and aligning with MATATAG Basic Education Agenda rolled out during the EOSY break of 2022-2023.

The NLC is considered a voluntary program which encourages the involvement of students and teachers. The program commenced its initial phase of implementation to seventh and eighth grades, with an emphasis on English, Science, and Mathematics last July-August 2023. To create an environment like a camp, the NLC uses engaging and thought-provoking exercises that foster learners' socio-emotional development, fundamental interests, personal and character growth. NLC is categorized into three subcamps namely, Intervention Camp, Enhancement Camp, and Consolidation Camp, and learners are assigned to each camp based on the result of their academic performance. The Intervention Camp is planned to help high-need or struggling learners to grasp foundational English skills. The camp provides targeted interventions to address specific learning challenges of students who need to master the learning competencies in English. Meanwhile, Enhancement Camp is designed for advanced learners providing them additional learning experiences to enhance or extend their mastery of the different competencies in English. This camp provides learners with opportunities to learn advanced skills, complex English concepts that provoke and probe the critical thinking of students. On the other hand, the Consolidation Camp provides learners with a review or further practice of previously learned competencies in relation to other subjects. In this camp, the integration of other subjects to the English skills is evident. This emphasizes the importance of learning English skills and its applicability across different learning areas.

The schedule in the implementation of the National Learning Camp includes three days of classroom teacher-learner engagement (Tuesday-Thursday) with two days (Monday and Friday) allocated to collaborative expertise among teachers through exchange of effective pedagogies and activities through Learning Action Cell (LAC) sessions. Collaborative expertise is a strategic and systematic approach that allows teachers to exchange insights to improve instructional delivery, address the teaching and learning challenges encountered during the camp. Moreover, learners are given time to collaborate and learn with their fellow campers through the Fun Learning Activities. This aspect of the NLC provides opportunities for learners to enjoy games that integrate concepts related to their lessons across the different subject areas. This approach is aligned to the Philippine Professional Standards for Teachers (PPST) DO 42, s. 2017 which highlights the need for learners to be motivated and engaged, inspired to invest their efforts in the learning process. Moreover, this principle necessitates the role of teachers to be creative in their approaches to teaching ensuring that learners are actively involved, by providing opportunities for critical and higher-order thinking skills.

Educators' involvement in the NLC is voluntary and they are called Learning Camp Volunteers (LCV). Considering the NLC's utilization of teachers' time outside of regular school hours, leave credits, teacher's certificate of recognition, and food allowance are granted, contingent upon the availability of funds and adherence to established guidelines. Last July 2024, the National Learning Camp included learners from grades 9 and 10.

The structure of the National Learning Camp's English lessons is designed to reinforce what JHS graders have learned and help them do well on reading tests. In English, assessments usually involve reading and understanding one or more texts, followed by questions about what was read. These questions often require finding relevant information from different places—within a single text or across multiple texts. They include both basic comprehension tasks such as identifying the main idea and thought-provoking questions such as making inferences and judgements and may be in multiple-choice or short-answer format. Students are frequently

expected to read long texts in a stunted amount of period; they must be capable to read at the same speed and level of understanding as native English speakers would under similar conditions. These factors greatly influenced how lessons were designed. During the lessons, students work with different kinds of texts and answer questions about them. The material introduces one text type per lesson, starting with a single text; however, during the fifth lesson each week, learners look at two texts —one that has already been introduced and another that hasn't. The questions are written at literal, inferential, and applied levels of difficulty; they also require learners to identify the generic features of various text types such as characteristics, structure, and semantic meanings.

The primary focus of English classes in the learning camp involves getting learners to understand what Narrative / Recounts / Expository texts (including Information Reports / Explanations / Instructional texts) / Persuasive texts are like through having them closely read examples of these types — therefore requiring the teachers to integrate various learning competencies connected with reading-understanding-analyzing-responding-to-texts activities.

The National Learning Camp implementation catapults opportunities to address the learning gaps across English, Science and Math competencies in the basic education system of the Philippines. It is then deemed necessary to conduct a formative evaluation to reveal and analyze the lived experiences of the stakeholders on the challenges encountered in English Language Learning (ELL). This present study addresses the literature gap on English language education in the implementation of the NLC as fundamental advocacy in the National Learning Recovery Program of the MATATAG Agenda.

METHODOLOGY

Research Design

This study employed the Qualitative Research approach outlined by Cresswell & Cresswell (2018), which consists of emerging questions and procedures, data mainly obtained in the participant's context, analysis of data inductively establishing from specific details to thematic elements, and the researcher interpreting the meaning of the data. This research is a qualitative study which mainly applied phenomenology, a type of research design that concentrates on understanding people's experiences and what they mean to them; it involves the investigation of personal or subjective realities such as experiences, feelings, thoughts and interpretations in order to gain a deeper understanding into how individuals make sense out of their world (Creswell, 2013). According to Moustakas (1994), phenomenology is a collection of facts about individuals that reveal "what" and "how" they experienced.

Furthermore, Husserl (1999) defines phenomenological psychology as the median between empirical psychology to philosophical phenomenology, and it is labelled as descriptive discipline in social science research. In the conduct of this present study, the researcher utilized Transcendental phenomenology (Husserl, 2001) which highlights the need for a pure and unbiased investigation of the NLC stakeholders' lived experiences. The researcher set aside prior knowledge, theories, and previously published studies using bracketing technique (epoche) to avoid influences in the analysis and description of themes. The focus of this investigation is on the participants' raw and authentic experiences, excluding comparisons to findings of existing related research.

Incorporating triangulation, this phenomenological study deciphered themes from the lived experiences of stakeholders: students, teachers, and education leaders in the implementation of the National Learning Camp. The approach in this study is grounded in Cresswell and Cresswell's (2018) definition of the Constructivist worldview, which emphasizes that the objective of the research is to rely as heavily as possible on the participants' perspectives of the topic under study. Thus, CIP Model is used to evaluate the implementation of the National Learning Camp in its initial implementation stage.

Research Instruments

A phenomenological methodology was employed because the focus of this study is to investigate lived experiences of the NLC stakeholders through interviews (Cresswell & Cresswell, 2018; Giorgi, 1999; and Moustakas, 1994). Triangulation through the source of qualitative data was used in this study specifically open-ended questionnaire, together with focus group discussions. The researcher methodically and meticulously developed semi-structured interview questionnaire that was utilized as the main source of data for the study. The questionnaire underwent content validity evaluation of (six) 6 research experts and evaluators of SDO Quirino which consisted of Public Schools District Supervisors, Education Program Supervisors, School Heads, and division senior research specialist. The computed Scale Content Validity Index is 1.00 which can be interpreted as perfect content validity or relevance of the interview questions to the research construct. Content Validity Index (Lynn, 1986; Polit & Beck, 2022) is a widely used research tool to evaluate the relevance of an item in questionnaire, and if the S-CVI/Ave ≥ 0.90 it is considered excellent.

The interviewing method has been chosen because of its capacity to delve into the respondents' first-hand knowledge about the subject matter under study which in turn allows the researcher to probe into intricacies and commonalities between their experiences from different perspectives.

Selection of Participants

In the selection of participants of the interview, Criterion-Purposive Sampling Technique was used. According to Weyant (2022) this sampling method identifies qualified participants based on the set characteristics described by the researcher. In the conduct of this study, the participants are stakeholders which comprise of Learning Camp Volunteers, School heads of NLC implementing schools, and learners who completed the National Learning Camp 2024.

The participants of the study were selected based on the criteria established by the researcher before the study was conducted. Prior to the rigid and repeated interviews, the participants were identified to be potential sources of authentic and extensive responses based on their lived experiences of the NLC. They were asked if they are willing to volunteer as participants in the conduct of interviews for the data collection of this study. The context of this study is a district of the Schools Division Office of Quirino. The district includes 5 schools that implemented the National Learning Camp, with 35 teachers, of which 10 are English Learning Camp Volunteers, and 253 learners.

Thus, the criteria in selecting the participants of this study are the following: (a) Volunteer teachers in the NLC teaching English classes; (b) School Administrator of NLC schools; (c) learner participants in Junior High School English classes of NLC implementation for 2024.

Data Gathering Procedure

To gain consent for the conduct of this study, the researcher submitted a formal letter to the Schools Division Superintendent of Quirino. After the signed letter of approval, a letter of informed consent was given to all the potential pre-identified research participants who are NLC stakeholders, while student participants also obtained permission from their parents. The participants were given the option to accept or refuse to participate in the data gathering process of this study.

During the video/audio recorded interviews, ethical procedures were implemented to ensure privacy and anonymity of the participants. Before the interview was conducted, they were informed of the study's purpose and the data analysis. In the context of this study, data gathering dealt on the lived experiences of NLC stakeholders along Context, Input and Process implementation of the National Learning Camp with the concentration on English classes. The rigid and repeated interviews were conducted to obtain valid and authentic responses to reach the point of saturation. The interviews were recorded using video and audiotape and afterwards transcribed verbatim to ensure precise and unbiased representation of the data.

Data Analysis

Colaizzi's Method of Analysis (Colaizzi, 1978) was employed to derive themes from the NLC stakeholders' responses based on their lived experiences. This is a rigorous and robust qualitative method used to find, understand, describe and uncover the themes from the lived experiences of research participants.

Ethical Considerations

The ethical considerations included in this study required informed consent from all the NLC stakeholders, meanwhile learners were asked to have parental consent, as they were mandated or compelled to provide information through interviews or any other means about the research. Also, the participants' confidentiality and anonymity were measured to avoid possible psychological, social, and physical harm. Specifically, all participants were anonymized using codes to present and preserve the data and ensure anonymity and confidentiality. The interview transcripts were coded and stored in a secured place. They will be shredded after five (5) years when there is no complaint about the results.

RESULTS

This study utilized the Qualitative Research approach outlined by Cresswell & Cresswell (2018), and mainly applied phenomenology, a type of research design that concentrates on understanding NLC stakeholders lived experiences. This Formative evaluation study revealed 9 themes: for the Context Evaluation: Stakeholders' Motivations, Foregoing Challenges which include English Language Education, Teachers' Life and Work balance, Teachers' Training and Resources. Moreover, Input Evaluation revealed the themes: Teachers' insights on learning resources, Learning Experiences in Intervention Camp, Consolidation Camp, and Enhancement Camp. Furthermore, Process Evaluation, the themes revealed are: NLC Structure and Teaching Strategies, Advantages of Collaboration, Reflections on Experiences, Implementation Challenges encountered and finally, the recommendations for the recalibration of the NLC.

DISCUSSION

Context Evaluation

This section aims to present the reasons for implementing the National Learning Camp. This section presents the results of the context evaluation of the National Learning Camp

implementation from the lived experiences of the Learners, English teachers and the School Heads. Context pertains to the environment and background of the program.

Theme 1: Stakeholders' Motivations

This theme revealed the driving force of stakeholders in their commitment in the implementation of the voluntary program addressing the learning gaps of the basic education sector. Based on the extracts, it revealed that teachers volunteered to the National Learning Camp for their passion to serve the learners. Moreover, students were interested to join because of their desire to enhance their English learning skills.

Extract	Code	Participant Code
<i>"As an English teacher, I was inspired to promote literacy especially reading because that is our problem these days, we are very low in reading comprehension."</i>	Motivation to improve learners' reading comprehension	T1
<i>"This program is crafted to bridge learning gaps brought by the pandemic so it needs volunteers who would embrace it and accept the challenge with passion and dedication."</i>	Commitment to serve	T5
<i>"As a school head my goal in National Learning Camp is to eradicate illiteracy to our students and to enhance the knowledge of the learners on their difficulties in English, Math and Science."</i>	NLC Goal	P1
<i>Our teacher said that we may improve our skills in the camp. Participation in the camp will help us improve our critical thinking.</i>	Improvement of Learning	S2

While the National Learning Camp is a voluntary program aimed at addressing the learning gaps in the education sector, different factors motivated the stakeholders in their participation of the learning recovery program. Based on the extracts from the stakeholders, it emphasized that the common denominator of teachers and school heads to actively engage in the implementation of the National Learning Camp is their commitment to service. Furthermore, learners who volunteered to attend the camp are motivated to join because of their desire to be prepared for the next grade level for the upcoming school year. Motivation in every endeavor serves as a backbone for an individual to pursue goals and overcome challenges along the way. In the theme Stakeholders' Motivation in the implementation of the National Learning Camp, various motivation fueled them to engage in the learning recovery program.

Theme 2: Foregoing Challenges

This theme presents the contextual challenges encountered by the stakeholders in the implementation of the NLC learning camp.

2.1 English Learning Difficulties

This theme presents the points for improvement or learning difficulties in English language learning of learners based on the observations and experiences of English Teachers that participated in the National Learning Camp.

Extract	Code	Participant Code
<i>"Grammar is still a problem for the students. I had to remind</i>	Language	T1

<i>them to check their use of subject-verb agreement whenever they write simple sentences."</i>	Proficiency need	
<i>"When the text is lengthy, students do not like to read, and their understanding of text is very low."</i>	Language Proficiency need	T4
<i>"Based on my observations, students are having a hard time on subject-verb agreement in the reflections they wrote. Other errors committed are improper capitalization of proper nouns and run-on sentences."</i>	Language Proficiency need	T2
<i>"Learners today are not so particular on the structure of their written outputs. They do not observe the proper use of margin, capitalization of letters, correct use of punctuation, and many times I remind them to indent when they start a paragraph."</i>	Writing difficulty	T5

The prevalence of syntactic difficulties or grammatical challenges in English language learning of students has been observed and experienced by the English teachers who volunteered during the National Learning Camp. There were learners who experienced difficulties in writing activities particularly on the correct syntax of sentences as to its Subject Verb Agreement. The extracted statements from the teachers' interview revealed the prevalent challenges or learning difficulties of students in English language learning. This implicates the need to include lessons or activities to address this English learning difficulties of students participating in the NLC.

Theme 2.2 Teachers' Life and Work balance

In the exigency of public service, during the vacation period, teachers volunteered to deliver quality instruction to the student participants of the National Learning Camp. During these days, teachers had to sacrifice some of the important days in their vacation to perform their duties as teachers. The following extracts revealed the situations that some LCVs need to overcome for the realization of the NLC goals.

Extract	Code	Participant Code
"The National Learning Camp is very challenging, especially as I am a mother of four little kids. The one-month untouchable vacation for teachers is not enough, but I need to balance my time and my responsibility as a mother and as a teacher."	Life Dynamics	T2
"Though there were sacrifices on me during the duration of the Camp—nursing my sick old mother, family concerns, especially our children's welfare—I was able to imbibe in the learners the best for them."	Life Dynamics	T4
Another problem is the timeframe of the program for learners and likewise for teachers, because teachers also need to prioritize their house chores, but because of their commitment to NLC, they are giving time for the program.	Challenge as an LCV	P2

Teaching is tagged as the noblest profession for it transforms the reality of every individual through inspirational and transformational education. This theme revealed that despite the reality that teachers also need summer break, they decided to forgo with the opportunity to

spend their vacation with their families to serve as a Learning Camp Volunteer. With the decision made to serve, teachers faced a challenge on balancing their family life and their work.

Theme 2.3 Teachers' Training and Resources

The following extracts revealed that teachers need relevant training to ensure the quality of instruction delivered during the National Learning Camp. Moreover, extracts from the interviews revealed that learning resources were reproduced by teachers to cater to the needs for the implementation.

Extract	Code	Participant Code
<i>"We didn't have formal training for the program. A day before the start of the program, we had a short meeting about our schedule, and they gave us our teacher's guide and learner's activity sheet."</i>	Need of Training	T3
<i>"Funds and budget should be given before the start of NLC for teachers to prepare SIM and other materials."</i>	Logistical Issue	T2
<i>"When it comes to challenges during the first year of implementation, honestly the things or materials that we used is, my primary concern is because we have to photocopy, print all the materials, about 300 pages utmost."</i>	Reproduction of learning materials	T2

In every education program implemented, to capitalize on teacher training and resource production is a primordial determinant in ensuring the success of its implementation. This theme on Teachers' Training and Resources resonates a call for immediate program recalibration of the National Learning Camp in its forthcoming implementations which includes the provision of learning resources through earlier release of funds needed, and investment on the teaching pedagogies through NLC training and orientation, equate to a systematic and goal-oriented program implementation.

Input Evaluation

This section presents the lived experiences of the NLC stakeholders which highlights the learning content of the materials used in English. Moreover, this section also presents the lived experiences of students from the three subcamps: Intervention, Enhancement and Consolidation Camps.

Theme 3: Teachers' Insights on Learning Resource

The learning resources in the implementation of National Learning Camp were designed as tools to guide the LCVs and help the learners improve their English competencies. Learning Camp Volunteers utilized varied ICT based learning resources as auxiliary tools in delivering lessons in English.

Extract	Code	Participant Code
<i>I focused on grade 7, if you notice in the grade 7 module, the stories are there, learners had a bit difficulty answering the questions that have HOTS (higher order thinking skills).</i>	Difficult activities	T1
<i>"The Learning Resource used was fully packed to the point that learners cannot finish all the tasks within 45 minutes."</i>	Congested Learning Content	T3

"The content of the stories is good because they have values. The stories are interesting, they really relate to the stories they learned when they were in elementary, and then it's like they're just refreshed."

Positive comment on Learning Content T1

The National Learning Camp workbooks and teacher's guide were provided by the Department of Education. The extracts from the participants asserted that the materials needed to be reviewed on its learning content, level appropriateness, and overloaded activities.

Theme 4: Learners' Camp Experiences

4.1 Intervention Camp Learning Experience

This subcamp of the NLC aims to meet the learners in the needs they face in English language learning. It aims to provide remediation activities to students who have difficulties in understanding and foundational support in the competencies in English education. The following extracts present the challenges encountered by the students in the Intervention Camp, which necessitates recalibration to the learning content of the learning resources for them.

Extract	Code	Participant Code
<i>"We really like the Fun Activities every afternoon, it's very enjoyable."</i>	Fun Learning Activity	S1
<i>"Sir, some students are lazy to attend."</i>	Lack of Interest	S2
<i>"In the persuasive and argumentative text, sir, there should be more examples."</i>	Provision of Additional Examples	S5
<i>"If all of that is answered, sir, there are many activities there. We will have a hard time."</i>	Recalibration of Learning materials	S7

The lived experiences of the learners who joined the intervention camp generally emphasized an overload of activities required in their learning material. These learners under the intervention camp need an utmost guidance in the process of their learning recovery specifically on the writing skills and competencies in English language education. Moreover, learning camp volunteers need to provide mechanisms that will capture the learners' attention and help them view learning as a fun-filled experience in the National Learning Camp. Moreover, one of the learners claimed that some of the learners are not that committed to attend the learning camp, "Sir, some students are lazy to attend." This extract necessitates that teachers and school administrators design mechanisms to ensure the attendance of the students, especially those in need of interventions for learning difficulties, to participate in the whole duration of the camp.

Theme 4.2 Consolidation Camp Learning Experience

One of the important features of this camp is the initiative to create opportunities for learners to deepen or enrich their understanding of the learning competencies. This camp provides reinforcement activities for the previously learned lessons in their grade levels. This camp employs collaborative activities to enhance the language skills of the students. From the extracts, it can be gleaned that learners from this camp enjoyed the Fun Learning Activities where collaboration was evident. Students also had trouble with their writing activities.

Extract	Code	Participant Code
<i>"It's just that we had a hard time with the argumentative text and</i>	Writing	S9

<i>the persuasive one, sir."</i>	difficulty	
<i>"Sir, because we learned a lot aside from playing, they (teachers) also saw our skills."</i>	Fun Learning	S12
<i>"There were three days when we didn't go to school. I mean, I didn't go to school that time because my grandfather was sick, so I need to cope up a lesson, the one about the poem because I had a hard time."</i>	Effect of Missing the NLC Class	S14

Expressing her difficulty in writing sentences for argumentative paragraphs, a learner under consolidation camp stated, "It's just that we had a hard time with the argumentative text and the persuasive one, sir." This extract necessarily calls for teachers to provide a deeper explanation and provision of more examples to help the learners master the process of writing argumentative texts and persuasive texts. The extract from S12 manifested that NLC is not only a learning recovery program, but also an avenue to provide learners with opportunities for self-

Theme 4.3 Enhancement Camp Learning Experiences

These experiences of the learners in the Enhancement Camp revealed that Fun Learning Activity makes the NLC enjoyable. Learners desire more students to participate in the NLC implementation. Moreover, students describe the learning resources to be clear and understandable. Although some students view the learning resource to be overloaded with activities, some learners want more challenging learning activities to be included in the material for the Enhancement Camp.

Extract	Code	Participant Code
<i>"It's fun to play, sir, and at the same time we learn something while playing."</i>	Fun Learning Activity	S15
<i>"I hope we have many classmates because we are only a few."</i>	Lack of student participants	S18
<i>"The learning camp as a whole, helps the students to improve and enhance their skills and knowledge for the next school year."</i>	Advantage of NLC participation	S19

discovery and social development through fun-learning activities.

The learning experiences of students under the enhancement camp highlighted their enthusiasm for the fun-filled environment, "The learning camp as a whole helps the students to improve and enhance their skills and knowledge for the next school year." Albeit, the learners were enjoying the camp, some of them wanted to have more students to join the program, "I hope we have many classmates because we are only a few." This statement resonated that the attendance of students joining the program is really a challenge.

Process Evaluation

This section covers how classroom teaching strategies, collaborative teaching practices, administrative functions and instructional methods were facilitated to improve NLC outcomes.

Theme 5: NLC Structure and Teaching Strategies

The implementation of the National Learning Camp necessitates following a particular structure to achieve the identified goals of the program, that is to address the learning gaps brought about by the pandemic.

Extract	Code	Participant Code
<i>"I'm only 50-50 on the policy that the NLC is voluntary, because you also need to understand the financial part, because they will still have to think about how to produce fares, and supplies, but at the same time, we also need to address the problem of the low grades they got during the school year."</i>	Insight about NLC Policy that attendance is voluntary	T5
<i>"Each class has 45 minutes to finish a session and every day we meet the learners twice."</i>	Class schedule	T2
<i>"I also learned that it is important to be creative and innovative in crafting fun learning activities which are related to the lessons of the students."</i>	Innovative approaches	T5
<i>"Based on my gathered feedback from learners, some are enjoying the activities implemented, and some are just complying with the activities. Maybe with the encouragement of their teachers, and guidance from the parents, they will also view the camp enjoyable."</i>	Gathered Feedback	P3
<i>"Sir, sometimes there are videos related to us, using the laptop and TV, then he explains the topic related to the video. Then we will note important details from the video."</i>	ICT Integration	S13

The above-mentioned extracts confirmed that learning camp volunteers teaching English during the implementation of the National Learning Camp, utilized varied approaches in delivering quality instruction and crafting fun-learning activities that maximizes learners' participation and collaboration. Although the NLC is a voluntary program which does not mandate the participation of learners, it is imperative that the learners who need remediation must participate in the program for it addresses their least mastered competencies. This underscored the role of teachers to be a source of positive reinforcement to ensure that learners enjoy while they learn. It capitulates that teachers need to be creative and innovative in designing activities that hone learners' interest and sustain their active participation as they develop in the delivery of the lesson objectives.

Theme 6 Advantages of Collaboration

Collaborative expertise is an approach where teachers communicate and collaborate to share their best practices of teaching pedagogies to their fellow teachers to improve the quality of instruction delivery. In this section, it revealed that collaboration provided teachers opportunities to develop their interpersonal skills with their fellow LCVs. It promoted a sense of unity, and it eradicated the notion of competition in the teaching process. Moreover, the fun learning activities provided opportunities for LCVs to be innovative in designing activities that enhance the competencies learned by the students.

Extract	Code	Participant Code
<i>"Working with fellow teachers by sharing our strategies through collaborative expertise helped us come up with systematic and effective approaches in the implementation."</i>	Collaboration	T5
<i>"The NLC experience taught me that teaching is not a solitary</i>	Collaboration	T3

endeavor but a collaborative and continuous learning process."

We from the administrative office, we do not have our vacation, so I and the head teachers monitored the implementation of the program. Collaboration P2

One of the most essential features of the National Learning Camp implementation is the application collaborative efforts from the participants to achieve the goals of the program. According to the Learning Camp Volunteers, the NLC prompted them to collaborate with teachers in planning and designing effective and efficient activities for the students' learning experiences. From the above-mentioned extracts, it can be gleaned that when teachers are provided with an environment that helps one another, a culture of continuous improvement will be achieved, all for the betterment of quality instruction for the learners.

Theme 7 Reflections on Experiences

The following extracts highlighted that their participation in the program is an opportunity to improve oneself holistically as an educator. Moreover, this underscores that National Learning Camp is anchored to continuous improvement for it is an avenue where the stakeholders experience a phenomenon that helped them realize principles through decision making, innovative teaching mechanisms, and interpersonal communication.

Extract	Code	Participant Code
<i>"As a Senior High School teacher who volunteered to implement the NLC, the opportunity enabled me to revisit and relearn some concepts in teaching English language education."</i>	Opportunity for Self-Improvement	T1
<i>"I also learned that it is important to be creative and innovative in crafting fun learning activities which are related to the lessons of the students."</i>	Opportunity for Self-Improvement	T2
<i>"Attending the National Learning Camp has been an exciting experience. It has expanded my knowledge, enhanced my academic abilities, and provided me with a platform to interact with others."</i>	Opportunity for Self-Improvement	T5

The National Learning Camp has been viewed by the stakeholders as an avenue for learning experience that professionally and personally helped them realize their full potentials as learners, teachers and administrators of the Philippine education sector. Some of the realizations highlighted that the NLC provided opportunities for relearning the concepts in language education, improved teaching approaches emphasizing collaboration among teachers, and fun-filled learning experiences for students.

Theme 8 Implementation Challenges encountered

Extract	Code	Participant Code
<i>"First challenge is the distance of learners to and from school, and they need extra money because according to parents, that is no longer budgeted."</i>	Financial problem	P1
<i>"There are many students who would like to enroll, however if we try to look at the distance and then they the class will be one day, its not enough. So, they have to walk for how many hours to attend the learning camp, so it's not enough, although they want to attend."</i>	Transportation of learners	P3
<i>"Transportation sir. Because our house is far away, I'm from Banuar and it takes about 20-30 mins. I leave the house early, sir."</i>	Transportation problem	S2
<i>"We don't have water in the room, then we don't have much water in the bathroom."</i>	Learning environment	S4
<i>"One of the challenges I encountered was the attendance of my learners, because of course, it was their vacation."</i>	Low attendance	T5

One of the challenges experienced by the learners and their families was the finances needed to participate in the learning camp sessions. Based on the interviews conducted, the transportation of students to school has been a leading financial constraint experienced by their families and has caused the deterioration of learners' attendance in the recovery program.

Theme 9 Recommendations for Recalibration

This section presents the recommendations from the stakeholders to recalibrate or improve the implementation of the NLC.

Recalibration Proposal	Code	Extract(s)	Participant Code
Policy revision	NLC should be mandatory	<i>"There should be a policy to ensure that learners who need remediation are mandated to attend the National Learning Camp."</i>	T3
		<i>"The program should be mandatory for the learners who need remedial classes."</i>	P1
		<i>"An agreement with parents and teachers must be made before the end of the school year to ensure that parents support their children to attend the NLC."</i>	P3
Increase Teacher Benefits	Financial Support	<i>"I think it is also important to ensure that the food allowance of the volunteer teachers will be given at the start of the implementation of the NLC."</i>	T1
		<i>"My suggestion for the improvement of the program is that for the National level, they should have enough budget for the National</i>	P1

Improve the Learning Resources	SVA Agreement	<i>Learning Camp.”</i> <i>“Sir, maybe the subject verb agreement, sir. Because many students are confused about that part of when they are asked to do something in their activities. They write differently.”</i>	S1
	Overload of Activities	<i>“We also had time constraints to answer all the activities in the worksheets.”</i>	S2
		<i>“If all of that is answered, sir, there are many activities there. We will have a hard time.”</i>	S3
		<i>“The learning resources are complex; we need simplified ones. Some of the reading materials are lengthy which make the time too short for them to finish all the activities.”</i>	T1
Earlier release of Funds	Coping Mechanism	<i>“The fund was temporarily borrowed from the canteen.”</i>	P1
	Learning Resource production	<i>“The materials of the learners must be readily prepared and given to the learners on the first day.”</i>	T1
		<i>“Funds and budget should be given before the start of NLC for teachers to prepare SIM and other materials.”</i>	T2

To uphold the principle of continuous improvement or “kaizen” in the implementation of the National Learning Camp, various recommendations were raised by the stakeholders based on their lived experiences in the NLC implementation. One of the challenges encountered by the teachers and administrators in the NLC implementation is the decreasing number of students attending the camp. To address this problem, stakeholders recommended the participation of the students should be mandatory, most especially to those students that need remediation or those who have learning difficulties in the different learning areas. To ensure the participation of the students, an agreement with the parents is recommended to establish that the learners’ consistent participation in the classes required in the recovery program, establishing a mandate that parents support their children in the implementation program. Meanwhile, the challenge on finances by the students in transportation may be addressed through alternative instruction delivery mode such as online and modular learning modality. Moreover, a review of the content of the learning resources was recommended by the learners highlighting the addition of topics on grammar, and reconsideration on the overload of activities required in the learning resource. Another challenge experienced by the teachers was the production of learning materials. Some learning camp volunteers claimed that the reproduction of materials was personally printed by them because of the late release of funds for materials. Thus, it was recommended that funds for logistics be released earlier. Furthermore, a clamor for increased teachers’ incentive was recommended by the teachers as a form of motivation for their services rendered during the program implementation.

The findings of this research align with the ideals of constructivist theory, which highlights learning as a socially rooted process in which students construct knowledge based on personal interactions with various phenomena. Learners who participated in the NLC

underscored that the Fun Learning Activities enabled them to discover knowledge and improve their skills through active learning process and social interaction with the LCVs and their fellow learners. Moreover, constructivism advocates scaffolding, an approach that emphasizes that support can strengthen the process of effective learning. Moreover, the different approaches of the three subcamps can be viewed as a form of support to the individual differences of learners. The NLC resonates with the fundamental advantages of collaboration, thus the collaborative expertise aligned with Vygotsky's Zone of Proximal Development, where it emphasized that creating knowledge is social activity and peer collaboration promotes higher level of understanding. The realizations of the NLC stakeholders in their lived experiences are vital in their personal growth and development. Thus, this can be viewed as a process of continuous improvement, creating one individual to adapt to the environment and ready to accept change.

The researcher recommends for future research to explore the lived experiences of students in other Learning areas of the National Learning Camp. This will provide opportunities to understand the holistic NLC experience of the learners, paving way to a more comprehensive formative evaluation of the NLC. Finally, the researcher ultimately recommends the active and sustained collaboration among stakeholders in the forthcoming implementation of the National Learning Camp.

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