

National Camp Volunteers' Competency and Implementation Practices

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ABSTRACT

This study determined the competency and implementation practices of the National Learning Camp volunteer's basis in crafting an intervention in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. Specifically, it determined the level of competency of the volunteers in the implementation of National Learning Camp in terms of teaching and learning resources and facilities, teaching and learning pedagogies, learners' assessment, teachers' assessment, and teachers' professional development; the level of implementation practices of the National Learning Camp volunteers along the aforementioned variables; analyzed significant relationship between the level of competency and implementation practices of the National Learning Camp volunteers; identified challenges; and proposed interventions.

Using a quantitative method with a descriptive-correlational research design, data were gathered from 64 national learning camp volunteers from the 16 public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. Results showed that NLC Volunteers was Highly Competent (VHC) in teaching and learning resources and facilities, teaching and learning pedagogies, and learners' assessment while Highly Competent (HC) in teachers' assessment and professional development. The NLC volunteers' implementation practices were Very Highly Implemented (VHI) in teaching and learning resources and facilities, teaching and learning pedagogies, and learners' assessment. They were Highly Implemented in teachers' assessment and professional development. Most competencies of NLC volunteers showed no significant relationship with their implementation practices ($p > 0.05$). Exceptions include a positive correlation between learners' assessment and competency in learning resources and facilities ($\rho = 0.487$, $p = .000$), a negative correlation between learners' assessment and teaching-learning pedagogies ($\rho = -0.423$, $p = .000$), and a slight positive correlation between teacher assessment competency and practice ($\rho = 0.302$, $p = .015$). Volunteers reported challenges in the National Learning Camp, agreeing on issues in program advocacy, camp readiness, and teaching and learning resources and facilities. A Professional Development Activity was proposed to enhance collaboration, professional growth, and targeted skills, addressing workload, limited training, and monitoring challenges among NLC volunteers.

Keywords: National camp volunteers, competency, implementation practices, teaching and learning resources and facilities, teaching and learning pedagogies, learners' assessment, teachers' assessment, teachers' professional development

INTRODUCTION

Learning losses not only affect academic knowledge, but also basic skills students would have developed in school (Singh, 2022). A UNICEF (2022), World Bank (2022) and the Global Education Evidence Advisory Panel (GEEAP) (2022) report emphasizes the urgent need to address these losses to prevent long-term harm to children's well-being and productivity. In response, education systems globally have initiated learning recovery efforts.

Many countries implemented national programs to support students affected by the pandemic (UNESCO, 2022), such as summer schools, remedial services, and enrichment programs (Azevedo, 2020). In Belgium and Tanzania, free summer schools successfully aided vulnerable students (UNESCO, 2021). In India, studies

showed uneven learning loss, prompting the Education Ministry to launch the Teaching at the Right Level Program to quickly improve foundational reading and math skills (Zhdanov et al., 2022).

In the Philippines, the National Learning Camp (NLC) addresses educational challenges worsened by the COVID-19 pandemic. As remote learning hindered student engagement and proficiency, the NLC offers a structured environment for learners to catch up, enhance skills, and foster a love for learning. This initiative supports the United Nations' Sustainable Development Goal 4, which aims to ensure inclusive, equitable education and promote lifelong learning opportunities for all (United Nations, 2020).

The National Learning Camp (NLC) in the Philippines is a voluntary recovery program designed to address learning gaps and enhance teacher competence for K-12 students in public schools. It offers three camps namely Enhancement, Consolidation, and Intervention suited to students' needs. Aligned with the MATATAG Agenda, the NLC focuses on improving education quality, learner welfare, teacher development, and stakeholder partnerships. Through DepEd Order No. 014, s. 2023, the program aims to boost student performance and teacher capacity while fostering a positive, inclusive learning environment.

Furthermore, the NLC promotes collaboration among various stakeholders, including teachers, parents, and community organizations. This collaborative approach is essential for creating a supportive learning environment that fosters student engagement and motivation. By involving parents in the learning process and encouraging community participation, the NLC aims to build a strong support system for learners, which is vital for their academic success (Cruz, 2023). This alignment with community resources and support networks reflects the MATATAG Agenda's emphasis on partnerships and collective responsibility in education (DepEd, 2022).

In the Division of Camarines Norte specifically in Jose Panganiban West Districts 16 public elementary schools have participated in the implementation of NLC and supported its implementation to ensure that learners can catch up with the competencies in English, Mathematics, and Science. These schools implemented the NLC to help bridge the learning gaps caused by the disruptions in education during the pandemic. Many students struggled with the transition to remote learning, resulting in delays in their academic progress.

Moreover, it serves as an intervention program to help students catch up on key concepts, with a special focus on those who were most affected by the crisis. In addition to academic recovery, the NLC is designed to foster holistic student development by nurturing not only cognitive skills but also socio-emotional well-being, preparing students for life beyond the classroom. Through the NLC, DepEd aims to enhance the quality of learning by providing targeted, personalized interventions that meet the diverse needs of students, especially those from marginalized communities.

The program promotes inclusivity by ensuring that all learners, regardless of their background or academic challenges can succeed. Furthermore, the NLC helps improve the professional development of teachers by equipping them with new teaching strategies and resources, enhancing their ability to address the varied needs of their students. It also encourages greater collaboration among schools, local governments, and other stakeholders, fostering a collective effort to improve educational outcomes.

Ultimately, the NLC provides a comprehensive, engaging learning experience that goes beyond traditional classroom instruction, ensuring that both students and teachers are better prepared for the future. However, the public elementary schools in Jose Panganiban East and West Districts encountered challenges in the implementation of the National Learning Camp specifically in terms of teaching and learning pedagogies given the time frame of the program, resources, teacher preparedness and training and student participation and attendance to cite a few.

The researcher being one the NLC volunteers has experienced how challenging and difficult to implement this program, thus, this study aimed to determine the competency and implementation practices of the National Learning Camp volunteer's basis in crafting an intervention in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. This study was conducted to determine the competency and implementation practices of the National Learning Camp volunteer's basis in crafting an intervention in the public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. Specifically, it

answered the following questions: 1) What is the level of competency of the volunteers in the implementation of National Learning Camp in terms of: teaching and learning resources and facilities; teaching and learning pedagogies; learners' assessment; teachers' assessment; and teachers' professional development? 2) What is the level of implementation practices of the National Learning Camp volunteers along the aforementioned variables? 3) Is there a significant relationship between the level of competency and implementation practices of the National Learning Camp volunteers? 4) What are the challenges encountered by the volunteers in the conduct of national learning camp? 5) What interventions may be proposed to improve the competency and implementation practices of National Learning Camp volunteers?

METHODOLOGY

This study utilized a quantitative method with a descriptive-correlational research design. It is a type of research design that is used to examine the relationships between variables of interest Fraenkel et al. (2020). The descriptive method was relevant in describing the level of competence and practices of the NLC volunteers in the implementation of National Learning Camp in public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. The correlation design was used to determine the relationship between the competency and implementation practices of the National Learning Camp volunteers in the locale of the study.

The respondents of this study were composed of 64 National Learning Camp volunteers from the 16 public elementary schools in Jose Panganiban West District in the Division of Camarines Norte. The research instrument utilized was a survey questionnaire checklist. The indicators stated in the first, second and third part of the questionnaire were adopted from DepEd Order No. 14, s. 2023 otherwise known as Policy Guidelines in the Implementation of National Learning Camp.

Weighted mean was employed for research questions 1 and 2 along level of competency and implementation practices of the volunteers in the implementation of National Learning Camp in terms of teaching and learning resources and facilities, teaching and learning pedagogies, learners' assessment, teachers' assessment, and teachers' professional development. It was also utilized in research question number 4 along the challenges encountered by the volunteers in the conduct of national learning camp. Meanwhile, Spearman Rank Correlation (ρ) was used for research question number 3 to determine if significant relationship exist between the competency and implementation practices of the National Learning Camp volunteers.

RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

Level of Competency of The Volunteers in the Implementation of National Learning Camp

Teaching and Learning Resources and Facilities. Table 1 presents the level of competency of the National Camp Volunteers along teaching and learning resources and facilities. The results reveal an overall weighted mean of 4.73, interpreted as Very Highly Competent (VHC). This indicates a high level of preparedness, organization, and responsibility in ensuring that instructional materials and learning environments are effectively utilized during the implementation of the learning camp. The consistently high ratings across all indicators reflect strong capacity in both instructional preparation and administrative management, which are essential in delivering structured and well-monitored remedial instruction.

Specifically, the indicators with the highest weighted mean of 5.00 interpreted as Very Highly Competent (VHI) include preparing lesson plans, attendance sheets, and monitoring sheets for learners. These findings suggest that volunteers demonstrate strong competence in instructional planning and record management, ensuring that learner participation and progress are systematically tracked. This also reflects the presence of organized implementation practices that support data-informed instruction and learner monitoring.

On the other hand, the lowest weighted mean of 4.38, though still interpreted as Very Highly Competent (VHI), was observed in preparing non-print materials such as slide decks, video clips, and e-resources. This indicates that while volunteers are highly proficient in traditional instructional preparation and administrative

requirements, their competence in integrating digital and multimedia resources is relatively less developed. The result suggests a gap in ICT integration skills, particularly in designing technology-enhanced learning materials that could further enrich instruction and improve learner engagement during the camp.

Table 1 Level of Competency of the National Learning Camp Volunteers along Teaching and Learning Resources and Facilities

Indicator	WM	Int.
1. Preparing a conducive lecture room for the learning camp	4.63	VHC
2. Preparing the learning facilities	4.67	VHC
3. Preparing the learning camp assembly area	4.47	VHC
4. Preparing learning/lesson plans	5.00	VHC
5. Preparing non-print materials (slide decks, video clips, and e-resources)	4.38	VHC
6. Preparing attendance sheets	5.00	VHC
7. Preparing monitoring sheets for learners	5.00	VHC
Overall Weighted Mean	4.73	VHC

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Competent	(VHC)
3.40 – 4.19	Highly Competent	(HC)
2.60 – 3.39	Moderately Competent	(MC)
1.80 – 2.59	Slightly Competent	(SC)
1.00 – 1.79	Not at all Competent	(NAAC)

The findings of this study were supported by Winowatan and Anneke (2023) who emphasized that a competency-based approach in teaching enhances the activation of students’ practical skills, underscoring that competent facilitator play a significant role in promoting meaningful learning. Similarly, Khositditsayanan and Charoenkiatkan (2023) developed a curriculum to strengthen teachers’ competencies in active learning and lesson planning, skills that parallel the volunteers’ high performance in lesson preparation in this study.

Teaching and Learning Pedagogies. Table 2 presents the competency level of the National Camp Volunteers along teaching and learning process, obtaining an overall weighted mean of 4.51, interpreted as Very Highly Competent (VHC). This indicates that the volunteers demonstrate a strong command of teaching strategies, learner engagement techniques, and the implementation of instructional plans within the learning camp context.

Among the indicators, the highest weighted mean of 5.00 was recorded for establishing learner-centered instruction, showing that volunteers prioritize student engagement, autonomy, and participation in the learning process. Likewise, high competency was reflected in implementing the lesson plan sequentially with a weighted mean of 4.84 and utilizing learning spaces that motivate learners’ quality outcomes with a weighted mean of 4.70. The findings suggest that the volunteers exhibit strong competencies in managing learner-centered,

structured, and engaging instructional environments. Their ability to follow lesson plans systematically and employ fun-based activities demonstrates both pedagogical discipline and creativity.

Conversely, the lowest ratings were observed in providing flexible learning with a weighted mean of 3.91 and applying differentiated instruction with a weighted mean of 4.06, both interpreted as Highly Competent (HC). While these still represent strong performance levels, they point to areas where volunteers experience more difficulty, particularly in adapting instruction to diverse learner needs and flexible learning contexts.

These findings are supported by Cabunoc and Ubayubay (2024) who highlighted that while teachers exhibit strong competence in teaching processes, many struggle to adapt ICT and flexible learning modalities, paralleling the present study’s findings regarding lower competence in differentiated and flexible instruction. Similarly, Aizzatin et al. (2024) underscored that teacher competence, performance, and learning facilities collectively determine curriculum implementation success. This suggests that the volunteers’ teaching competencies, combined with adequate learning environments, can significantly influence the effectiveness of learning camps.

Table 2 Level of Competency of the National Learning Camp Volunteers along Teaching and Learning Pedagogies

Indicators	WM	Int.
1. Using/applying fun-based activities	4.38	VHC
2. Involving learners actively in the given activities	4.69	VHC
3. Implementing the Learning Plan/Lesson Plan sequentially	4.84	VHC
4. Utilizing learning spaces that motivate learners’ quality outcomes	4.70	VHC
5. Applying differentiated instruction	4.06	HC
6. Providing flexible learning	3.91	HC
7. Establishing learner-centered instruction	5.00	VHC
Overall Weighted Mean	4.51	VHC

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Competent	(VHC)
3.40 – 4.19	Highly Competent	(HC)
2.60 – 3.39	Moderately Competent	(MC)
1.80 – 2.59	Slightly Competent	(SC)
1.00 – 1.79	Not at all Competent	(NAAC)

Learners Assessment. Table 3 presents the competency level of the National Camp Volunteers along learners’ assessment, obtaining an overall weighted mean of 4.61 interpreted as Very Highly Competent (VHC). This result suggests that the volunteers are highly skilled in assessing learning outcomes, using appropriate evaluation tools, and interpreting learner performance data effectively.

Among the indicators, the highest weighted mean of 4.84 was recorded for using appropriate assessment tools such as pre- and post-tests, indicating that volunteers are proficient in selecting and administering valid and reliable tools to measure learner progress. Equally high competencies were observed in using learners’ outputs for both formative and summative assessment with a weighted mean of 4.69 implying that volunteers recognize the importance of authentic evidence of learning in evaluating student performance.

Table 3 Level of Competency of the National Learning Camp Volunteers along Learners Assessment

Indicator	WM	Int.
1. Using appropriate assessment tools (pre and post-test)	4.84	VHC
2. Using learners’ outputs for formative assessment	4.69	VHC
3. Using outputs for summative assessment	4.69	VHC
4. Consolidating results of pre and post-test	4.47	VHC
5. Assessing learners’ portfolio	4.38	VHC
Overall Weighted Mean	4.61	VHC

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Competent	(VHC)
3.40 – 4.19	Highly Competent	(HC)
2.60 – 3.39	Moderately Competent	(MC)
1.80 – 2.59	Slightly Competent	(SC)
1.00 – 1.79	Not at all Competent	(NAAC)

Meanwhile, the lowest weighted mean of 4.38, though still within the Very Highly Competent category, was noted for assessing learners’ portfolios. This suggests that while volunteers are adept in conventional testing and performance-based evaluation, they may have slightly less experience in portfolio-based assessment, which requires continuous tracking and qualitative judgment of learners’ progress over time.

The findings are supported by Winowatan and Anneke (2023) found that competency-based teaching directly enhances student skill activation through effective evaluation and feedback mechanisms. Similarly, Cadiong (2024) found that teachers’ professional competence including assessment literacy significantly contributes to student outcomes and institutional effectiveness, echoing the present study’s evidence of volunteers’ proficiency in both traditional and authentic assessment strategies.

Teachers’ Assessment. Table 4 presents the level of competency of the National Learning Camp (NLC) volunteers in terms of teachers’ assessment. The overall weighted mean of 3.92, interpreted as Highly Competent (HC), indicates that volunteer teachers possess strong professional capabilities in delivering learning interventions and applying appropriate assessment practices. This suggests that the volunteers are generally effective in monitoring learners’ progress, providing feedback, and aligning assessment with instructional goals, which are essential in supporting improved learning outcomes.

Among the indicators, collaboration for teaching got a weighted mean of 3.94, also interpreted as Highly Competent. This implies that NLC volunteers actively engage in collaborative practices such as sharing

instructional strategies, discussing learner performance, and supporting one another in addressing classroom challenges. Such collaboration reflects a positive professional culture where teachers recognize the value of teamwork and continuous improvement through collegial interaction.

Table 4 Level of Competency of the National Learning Camp Volunteers along Teachers' Assessment

Indicators	WM	Int.
1. Teacher's self-assessment reports like journal or reflection focusing on: a. Pedagogical Skills	3.91	HC
b. Collaboration for teaching	3.94	HC
Overall Weighted Mean	3.92	HC

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Competent	(VHC)
3.40 – 4.19	Highly Competent	(HC)
2.60 – 3.39	Moderately Competent	(MC)
1.80 – 2.59	Slightly Competent	(SC)
1.00 – 1.79	Not at all Competent	(NAAC)

These results are supported by Remorosa and Paglinawan (2024) that collaborative expertise significantly contributes to teachers' professional competence in implementing learning camp, reinforcing that collaboration is not only a professional value but a driver of effective instructional implementation. Similarly, Artillero (2024) reported that teacher collaboration has a positive impact on student achievement, suggesting that when educators share strategies and co-develop learning materials, learners benefit through improved instructional delivery.

Meanwhile, the volunteers achieved a weighted mean of 3.91, interpreted as Highly Competent, on the indicator of self-assessment through journals and reflective reports of their pedagogical skills. This indicates that the volunteers can examine their own teaching practices, identifying strengths and areas for improvement, and making necessary adjustments in their instructional delivery. It also reflects a growing awareness of the importance of reflective practice as part of professional development.

These findings were supported by Pinuela (2024) that there was no consistent link between self-assessed knowledge and self-assessed skills, indicating that self-assessment alone may not guarantee deep pedagogical competence. Additionally, Salpocial and Palma (2023) underscore the importance of reflection/self-assessment for professional growth, but also highlight that readiness and structure matter.

Teacher's Professional Development. Table 5 presents the level of competency of the National Learning Camp (NLC) volunteers along teacher's professional development. As revealed Table 5, the level of competency of the volunteers got an overall weighted mean of 3.36, interpreted as Highly Competent (HC). This indicates that the volunteers possess a generally strong yet developing level of competency in planning and implementing activities related to their professional growth and continuing education.

Among the indicators, preparing the Learning Action Cell (LAC) implementation report received the highest weighted mean of 3.69 interpreted as highly competent (HC), followed by planning the LAC sessions with 3.56 interpreted as highly competent (HC). The lowest-rated indicator was preparing mentoring and coaching reports, which obtained a weighted mean of 2.83, interpreted as Moderately Competent (MC).

The findings suggest that the NLC volunteers demonstrate a satisfactory degree of competence in organizing, facilitating, and documenting LAC activities. These results imply that they can contribute meaningfully to professional learning communities, sharing instructional strategies, and reflecting on classroom practices to enhance their teaching performance.

Table 5 Level of Competency of the National Learning Camp Volunteers along Teacher’s Professional Development

Indicator	WM	Int.
Planning the Learning Action Cell (LAC)	3.56	HC
Preparing LAC Implementation Report	3.69	HC
Preparing of mentoring and coaching report	2.83	MC
Overall Weighted Mean	3.36	HC

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Competent	(VHC)
3.40 – 4.19	Highly Competent	(HC)
2.60 – 3.39	Moderately Competent	(MC)
1.80 – 2.59	Slightly Competent	(SC)
1.00 – 1.79	Not at all Competent	(NAAC)

This result is supported by Conde et al., (2023), which revealed that effective implementation of Learning Action Cells positively influences teachers’ professional competence. They also emphasized that frequent LAC sessions promote pedagogical improvement and strengthen teachers’ collaborative learning and reflective practices. Similarly, Caoile and Pere (2024) reported that the utilization of LAC session content significantly enhances teachers’ knowledge of pedagogy, curriculum design, and 21st-century skills, confirming that LACs serve as valuable platforms for professional growth and instructional improvement.

Level of Implementation Practices of NLC Volunteers

Teaching and Learning Resources and Facilities. Table 6 presented the level of implementation practices of National Learning Camp (NLC) volunteers in terms of teaching and learning resources and facilities. As revealed in Table 6, NLC volunteers achieved an overall weighted mean of 4.49, interpreted as Very Highly Implemented (VHI), indicating that they consistently and effectively carry out tasks related to the preparation of learning resources and facilities. This reflects a strong level of commitment and organization among volunteers, ensuring that the learning environment is well-prepared and conducive to instruction.

The indicators with the highest weighted mean are preparing attendance sheets and preparing monitoring sheets for learners with the weighted mean of 4.84, interpreted as Very Highly Implemented (VHI) which demonstrate the volunteers’ strong competence in documentation and learner tracking. This suggests that teachers place high importance on accountability and systematic monitoring of learners’ participation and progress.

On the other hand, the lowest weighted mean of 4.22 interpreted as Very Highly Implemented (VHI) for preparing non-print materials such as slide decks, video clips, and e-resources indicates that this aspect, while

still highly implemented, is relatively less practiced compared to other indicators. This suggests that volunteers may face minor challenges in integrating technology-based resources into their teaching.

Table 6 Level of Implementation Practices of NLC volunteers along Teaching and Learning Resources and Facilities

Indicator	WM	Int.
1. Preparing a conducive lecture room for the learning camp	4.31	VHI
2. Preparing the learning facilities	4.36	VHI
3. Preparing the learning camp assembly area	4.31	VHI
4. Preparing learning/lesson plans	4.53	VHI
5. Preparing non-print materials (slide decks, video clips, and e-resources)	4.22	VHI
6. Preparing attendance sheets	4.84	VHI
7. Preparing monitoring sheets for learners	4.84	VHI
Overall Weighted Mean	4.49	VHI

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Implemented	(VHI)
3.40 – 4.19	Highly Implemented	(HI)
2.60 – 3.39	Moderately Implemented	(MI)
1.80 – 2.59	Slightly Implemented	(SI)
1.00 – 1.79	Not at all Implemented	(NAAI)

While NLC volunteers excel in ensuring organized documentation and well-prepared learning environments, there are contextual constraints affecting the use of non-print materials. The implication is that strengthening technological support and providing access to digital tools can further enhance instructional delivery, making learning more engaging while sustaining the already high level of implementation in other areas. These findings are supported by Estipona (2024), who emphasized that a high level of competence in resource preparation aligns with studies highlighting the crucial role of well-prepared teaching environments in improving learner engagement and instructional effectiveness.

Teaching and Learning Pedagogies. Table 7 presented the level of implementation practices of National Learning Camp (NLC) volunteers in teaching and learning pedagogies. As can be seen from Table 7, the level of implementation practices of NLC volunteers in terms of teaching and learning pedagogies got an overall weighted mean of 4.33, interpreted as Very Highly Implemented (VHI), this indicates that volunteers consistently apply effective and learner-centered teaching approaches during the National Learning Camp. This suggests that instructional delivery is generally dynamic, organized, and responsive to learners’ needs, contributing to a more engaging and productive learning environment.

Meanwhile, the indicator with the highest weighted mean is establishing learner-centered instruction (WM = 4.69, VHI). This implies that volunteers excel in placing learners at the center of the teaching-learning process

by encouraging participation, collaboration, and critical thinking. In the local setting, this can be observed when teachers allow learners to work in small groups, share their ideas, and take active roles in activities such as problem-solving tasks or reading exercises.

On the other hand, the lowest weighted mean of 3.91 (HI) was obtained by providing flexible learning. Although still interpreted as Highly Implemented, this suggests that flexibility in instruction is relatively less practiced compared to other pedagogical approaches. This may indicate challenges in adjusting teaching methods, pacing, or learning modalities to suit diverse learner needs.

Overall, the findings indicate that NLC volunteers are highly effective in implementing learner-centered pedagogies and actively engaging learners in the teaching-learning process. However, there is still a need to strengthen flexibility and differentiation in instruction. The implication of these results is that providing additional training, resources, and support in adaptive teaching strategies can further enhance pedagogical practices. This will enable teachers to better address diverse learning needs and sustain high levels of engagement and achievement among learners.

Table 7 Level of Implementation Practices of NLC volunteers along Teaching and Learning Pedagogies

Indicator	WM	Int.
1. Using/applying fun-based activities	4.06	HI
2. Involving learners actively in the given activities	4.53	VHI
3. Implementing the Learning Plan/Lesson Plan sequentially	4.53	VHI
4. Utilizing learning spaces that motivate learners' quality outcomes	4.56	VHI
5. Applying differentiated instruction	4.06	HI
6. Providing flexible learning	3.91	HI
7. Establishing learner-centered instruction	4.69	VHI
Overall Weighted Mean	4.33	VHI

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Implemented	(VHI)
3.40 – 4.19	Highly Implemented	(HI)
2.60 – 3.39	Moderately Implemented	(MI)
1.80 – 2.59	Slightly Implemented	(SI)
1.00 – 1.79	Not at all Implemented	(NAAI)

These findings are consistent with the studies of Caoile and Pere (2024) that highlight the importance of learner-centered strategies and active engagement in improving instructional effectiveness. It also emphasized that structured and interactive sessions within Learning Action Cells enhance teachers' pedagogical skills and learners' outcomes while Conde et al. (2023) reported that collaborative professional practices contribute to the consistent application of learner-centered teaching methods.

Learners' Assessment. Table 8 presented the level of implementation practices of NLC volunteers along learners' assessment. As revealed in Table 8, the level of implementation practices of NLC volunteers along learners' assessment achieved an overall weighted mean of 4.41 interpreted as Very Highly Implemented (VHI), indicates that volunteers consistently apply appropriate and effective assessment strategies in monitoring and evaluating learners' progress. This suggests that assessment practices are well-integrated into instruction, enabling teachers to track learning outcomes, provide feedback, and make informed instructional decisions.

Table 8 Level of Implementation Practices of NLC volunteers along Learners' Assessment

Indicator	WM	Int.
1. Using appropriate assessment tools (pre and post-test)	4.53	VHI
2. Using learners' outputs for formative assessment	4.38	VHI
3. Using outputs for summative assessment	4.53	VHI
4. Consolidating results of pre and post-test	4.31	VHI
5. Assessing learners' portfolio	4.30	VHI
Overall Weighted Mean	4.41	VHI

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Implemented	(VHI)
3.40 – 4.19	Highly Implemented	(HI)
2.60 – 3.39	Moderately Implemented	(MI)
1.80 – 2.59	Slightly Implemented	(SI)
1.00 – 1.79	Not at all Implemented	(NAAI)

Specifically, the indicators with the highest weighted mean are using appropriate assessment tools (pre and post-test) and using outputs for summative assessment with a weighted mean of 4.53 interpreted as Very Highly Motivated (VHI) highlight the volunteers' strong competence in formal and structured assessment practices. This implies that teachers are highly capable of designing and administering standardized tools to measure learners' achievement.

On the other hand, the indicator with the lowest weighted mean is assessing learners' portfolio with 4.30 interpreted as Very Highly Implemented (VHI) which suggests that while still very highly implemented, this practice is relatively less emphasized compared to other assessment methods. This may indicate that portfolio assessment, which requires continuous collection and qualitative evaluation of learners' work, is more challenging to sustain. This finding was supported by Bravo and Paceno (2025), who reported that teachers continue to face challenges in classroom-based assessment practices.

Overall, the findings indicate that NLC volunteers are highly proficient in implementing structured and summative assessment practices, ensuring that learners' progress is systematically measured. However, there is a need to further strengthen formative and portfolio-based assessment practices. The implication of these results is that enhancing teachers' skills in continuous and authentic assessment through training, provision of tools, and manageable systems can lead to more holistic evaluation of learners and more responsive teaching strategies.

These indicate a strong implementation of assessment processes, reflecting that volunteer understand and apply multiple forms of assessment, track learners’ progress, and use outputs meaningfully. This high performance in assessment corroborates by Alonzo et al. (2023) that while teachers had requisite assessment knowledge, they did not always translate this into practice highlighting that knowledge alone does not guarantee consistent implementation of assessment practices.

Teachers’ Assessment. Table 9 presented the level of implementation practices of NLC volunteers along teachers’ assessment. Based on Table 9, the level of implementation practices of NLC volunteers in terms of teachers’ assessment got an overall weighted mean of 4.03, interpreted as Highly Implemented (HI), indicating that while volunteers consistently engage in self-assessment and collaborative reflection, these practices are not yet maximized to the level of being very highly implemented. This suggests that reflective and collaborative assessment practices are present but may not be deeply embedded as routine and systematic components of professional practice.

Among the indicators, teacher’s self-assessment through journals or reflections focusing on pedagogical skills obtained the highest weighted mean of 4.06 interpreted as Highly Implemented (HI). This implies that volunteers are relatively more engaged in reflecting on their own teaching practices, identifying what strategies worked and what needs improvement

Table 9 Level of Implementation Practices of NLC volunteers along Teachers’ Assessment

Indicators	WM	Int.
Teacher’s self-assessment reports like a). journal or reflection focusing on a) pedagogical Skills	4.06	HI
b) Collaboration for teaching	4.00	HI
Overall Weighted Mean	4.03	HI

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Implemented	(VHI)
3.40 – 4.19	Highly Implemented	(HI)
2.60 – 3.39	Moderately Implemented	(MI)
1.80 – 2.59	Slightly Implemented	(SI)
1.00 – 1.79	Not at all Implemented	(NAAI)

On the other hand, collaboration for teaching obtained the lowest weighted mean of 4.00 interpreted as Highly Implemented (HI), suggesting that collaborative assessment practices are slightly less emphasized. This may indicate that while teachers do interact and share ideas, structured and consistent collaboration such as peer observation, co-evaluation of teaching practices, or joint reflection is less frequently practiced.

Overall, the findings suggest that NLC volunteers demonstrate a good level of engagement in self-assessment and collaboration, but these practices still need to be strengthened and institutionalized. The implication is that schools may provide more structured mechanisms for reflective and collaborative practices, such as guided reflection tools, scheduled peer observation, and regular professional dialogue sessions. Strengthening these areas can help teachers move from surface-level reflection to more critical and evidence-based self-assessment, ultimately enhancing instructional quality and learner outcomes. These results are supported by Hikmat et al. (2023) who highlighted that teacher place significant value on self-reflection to improve teaching effectiveness.

Similarly, Malicay (2023) found that structured reflective activities such as journaling foster teachers’ self-awareness and pedagogical growth. The focus on collaboration for teaching also finds support in Ormilla (2025), who reported that practice teachers engage in peer reflection and mentoring, though consistent and structured collaborative opportunities are still developing.

Teacher Professional Development. Table 10 presented the level of implementation practices of NLC volunteers along teacher professional development. Based on Table 10, the level of implementation practices of NLC volunteers along teacher professional development is Highly Implemented (HI) with an overall weighted mean of 3.56. It indicates that volunteers are actively engaged in professional development activities, though these practices are not yet maximized to a very high level. This suggests that while teachers participate in and support initiatives such as LAC sessions and reporting requirements, their involvement may still be more compliance-driven rather than deeply developmental or transformative.

Table 10 Level of Implementation Practices of NLC volunteers along Teacher’s Professional Development

Indicators	WM	Int.
1. Planning the Learning Action Cell (LAC)	3.70	HI
2. Preparing LAC Implementation Report	3.94	HI
3. Preparing of mentoring and coaching report	3.03	HI
Overall Weighted Mean	3.56	HI

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Very Highly Implemented	(VHI)
3.40 – 4.19	Highly Implemented	(HI)
2.60 – 3.39	Moderately Implemented	(MI)
1.80 – 2.59	Slightly Implemented	(SI)
1.00 – 1.79	Not at all Implemented	(NAAI)

Among the indicators, preparing LAC implementation reports obtained the highest weighted mean of 3.94 interpreted as Highly Implemented (HI). This implies that volunteers are highly capable in documenting and reporting professional development activities. On the other hand, the lowest weighted mean of 3.03 interpreted as Highly Implemented (HI) for preparing mentoring and coaching reports indicates that this aspect of professional development is less consistently practiced. Although still interpreted as Highly Implemented, the relatively lower score suggests that structured mentoring and coaching processes are not as fully developed or documented.

These results reflect that volunteer are significantly engaged in planning and documenting LAC based professional development, yet their implementation of mentoring and coaching remains less developed. The results are supported by Culajara and Culajara (2023) that structured mentoring and coaching in schools positively enhance instructional competencies, but many schools still lack formal mentoring programs. It was also supported by Galvez and Azarias (2024) that mentoring/coaching is widely acknowledged as critical for teacher development, but implementation and documentation vary, suggesting the need for standardized processes.

Relationship between the Level of Competency and Implementation Practices of the National Learning Camp Volunteers

Table 11 presents the test for a significant relationship between the level of competency and implementation practices of the National Learning Camp (NLC) volunteers. Since the test of normality using the Kolmogorov–Smirnov Test yielded significance values less than 0.05, the data were found to deviate from a normal distribution. Hence, the non-parametric Spearman Rank Correlation (ρ) was employed to determine the relationships among the variables.

As reflected in Table 11, most of the computed p-values are greater than the 0.05 level of significance, indicating no significant relationship between most variables of competency and implementation practices. This means that the level of competency of NLC volunteers does not have a statistically significant association with how they implement the learning camp programs, except for a few specific areas. This finding indicates that most competency areas of NLC volunteers did not correlate significantly with implementation practices. This is supported by Hoang Yen and Thao (2024) that even when instructors had competency in assessment, their implementation was constrained by resources/training. Thus, the absence of significant correlation may reflect contextual factors like training, resources, and institutional support rather than a lack of competency per se.

Meanwhile, a significant positive correlation was found between learner’s assessment, as an implementation practice and teaching and the competency of the volunteers along learning resources and facilities ($\rho = 0.487, p = .000$). This is evident in the high competency of the volunteers in preparing lesson/learning plans which is associated with their level of implementation practice along using appropriate assessment tools and outputs for summative test. The result is supported by Khuancharee et al. (2025) that competency improvement can lead to improved specific practices when the training/practice link is tight and supported.

Table 11 Test for Significant Relationship between the Level of Competency and Implementation Practices of the NLC Volunteers

Level of Implementation Practices	Competency									
	Teaching and Learning Resources and Facilities		Teaching and Learning Pedagogies		Learner’s Assessment		Teacher’s Assessment		Teachers’ Professional Development	
	ρ	<i>p-value</i>	ρ	<i>p-value</i>	ρ	<i>p-value</i>	ρ	<i>p-value</i>	ρ	<i>p-value</i>
Teaching and Learning Resources and Facilities	.064	.614	-.075	.557	-.110	.386	-.098	.442	-.018	.887
Teaching and Learning Pedagogies	-.131	.302	.213	.091	-.013	.917	-.135	.286	.052	.686
Learner’s Assessment	.487**	.000	-0.423**	.000	-.203	.108	.119	.350	.105	.408.
Teacher’s Assessment	.185	.143	.211	.094	.041	.749	.302*	.015	.086	.498
Teachers’ Professional Development	.055	.663	.120	.344	.107	.402	.161	.203	.165	.192

**Correlation is Significant @ 0.01 level

*Correlation is Significant @ 0.05 level

However, a negative correlation exists between learner’s assessment and teaching and learning pedagogies ($\rho = -0.423$, $p = .000$). This suggests that as the volunteers demonstrate stronger learner’s assessment thru using appropriate assessment tools and outputs for summative test there is a low competency in providing flexible learning. This finding is supported by Cadiong (2024) that high competence in some domains sometimes correlated with lower commitment in others. This suggests that higher competency in one domain might limit focus or time for another domain like assessment versus pedagogy, or that volunteers prioritize some competency domains at the expense of others.

Additionally, a significant relationship was observed between teacher’s assessment in the implementation practice and their competency along teacher’s assessment with $\rho = 0.302$ and $p = .015$, implying a slight positive relationship between the two variables. This can be observed in the collaboration of teaching and the teacher’s self-assessment reports like journal or reflection focusing on pedagogical skills. This finding was supported by Pastolero (2024) that reflective self-assessment fosters professional growth by helping teachers identify strengths and gaps in pedagogical competence.

However, all other correlations yielded non-significant results ($p > .05$), indicating that the competencies of the NLC volunteers in areas such as teacher’s professional development and teaching and learning pedagogies are not strongly associated with their level of implementation in similar areas. This finding was supported by Singh (2025) that while teachers frequently participated in professional development programs, these efforts did not consistently translate into improved classroom practices, largely due to limited follow-up and contextual barriers. Likewise, Hoang Yen and Thao (2024) observed a disconnect between teachers’ competencies and implementation of competency-based assessment practices, emphasizing that institutional constraints, workload, and lack of mentoring often inhibit practical application.

Challenges Encountered by the Volunteers in the Conduct of National Learning Camp

Program Advocacy. Table 12 presented the challenges encountered by the NLC volunteers in the conduct of the National Learning Camp along program advocacy. The overall weighted mean of 3.53, interpreted as Agree (A), indicates that volunteers generally experience notable challenges in promoting, implementing, and sustaining stakeholder support for the program. This suggests that while the National Learning Camp is recognized and implemented in schools, issues related to awareness, engagement, and consistency of support from stakeholders still pose constraints in its effective execution.

Table 12 Challenges Encountered by the Volunteers in the Conduct of the National Learning Camp Along Program Advocacy

Indicator	WM	Int.
1. Lack of awareness and engagement among stakeholders	4.09	A
2. Resistance to change among learners (they are usually in vacation)	4.53	SA
3. Communication barriers	3.41	A
4. Sustainability and long-term impact	3.09	N
5. Inconsistent policy implementation across regions	2.55	D
Overall Weighted Mean	3.53	A

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)

3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

The indicator with the highest weighted mean is resistance to change among learners (they are usually in vacation) with a weighted mean of 4.53, interpreted as Strongly Agree (SA). This implies that the most significant challenge faced by volunteers is the difficulty in motivating learners to actively participate during the learning camp period, which coincides with their vacation.

This finding was supported by David et al., (2024) that teacher-volunteers observed low learner attendance and engagement due to vacation mindset, limited parental support, and lack of learner motivation. Their research emphasizes that volunteer-led learning camps need stronger learner orientation and more engaging instructional strategies to sustain interest during non-traditional school periods. It was also supported by Manahan (2024) that youth participation and motivation increase when learning experiences are made interactive and when camp activities integrate recreation and advocacy. This suggests that aligning camp design with learner interests and offering incentives or recognition could mitigate resistance to participation.

On the other hand, the lowest weighted mean of 2.55, interpreted as Disagree (D), was obtained by inconsistent policy implementation across regions. This indicates that volunteers generally do not perceive policy inconsistency as a major challenge in the conduct of the NLC. Overall, the findings imply that while the NLC is effectively implemented, strengthening program advocacy remains essential. Enhancing stakeholder engagement, improving communication strategies, and developing mechanisms to sustain learning gains can further improve the effectiveness and impact of the program at the local level. This was supported by Höffken and Lazendic-Galloway (2024) that programs grounded in strong stakeholder partnerships and collaborative communication yield higher sustainability and participant engagement. Likewise, Puiu and Udriștioiu (2023) emphasized that clear, inclusive, and consistent communication is essential in volunteer-driven programs, as it strengthens the volunteers’ sense of belonging and enhances coordination with beneficiaries.

Camp Readiness. Table 13 presents the challenges encountered by the volunteers in the conduct of the National Learning Camp along camp readiness. The overall weighted mean of 3.63, interpreted as Agree (A), indicates that volunteers generally experience noticeable challenges in ensuring full preparedness before the implementation of the program. This suggests that, while the NLC is consistently implemented in schools, there are still concerns related to preparation and coordination that affect the efficiency and timeliness of camp readiness activities.

Table 13 Challenges encountered by the Volunteers in the conduct of the National Learning Camp along Camp Readiness

Indicator	WM	Int.
1. Insufficient facilities and infrastructure	2.61	N
2. Logistical coordination and resource allocation	4.38	SA
3. Health and safety protocols	2.80	N
4. Inadequate staffing due to uninterrupted vacations of potential volunteers	4.22	SA
5. Delay on funding release	4.14	A
Overall Weighted Mean	3.63	A

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)
3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

The indicator with the highest weighted mean is logistical coordination and resource allocation with a weighted mean of 4.38, interpreted as Strongly Agree (SA). This implies that the most significant challenge lies in the coordination of materials, schedules, and resources needed for the smooth implementation of the learning camp. This finding was supported by David et al. (2024) that logistical issues such as shortages of learning materials, venue constraints, and lack of timely coordination were among the most pressing challenges faced by teacher-volunteers in the NLC implementation. They argue that inadequate logistical support often leads to program delays, volunteer fatigue, and reduced learning quality.

On the other hand, the lowest weighted mean is insufficient facilities and infrastructure with a weighted mean of 2.61, interpreted as Neutral (N). This suggests that volunteers generally do not consider physical facilities as a major challenge in camp readiness. This may also imply that schools serving as NLC venues are relatively equipped with basic infrastructure, or that volunteers have adapted to existing limitations. Nevertheless, a neutral rating does not indicate the absence of concern, it simply suggests variability across sites. This finding was corroborated by Puiu and Udriștioiu (2023) that even when infrastructure is adequate, volunteers' perception of facility readiness significantly affects program efficiency and learner experience.

Overall, the findings imply that camp readiness challenges are more strongly associated with coordination and logistical processes rather than physical infrastructure. Strengthening early planning, improving communication among stakeholders, and ensuring timely delivery of resources can significantly enhance preparedness and improve the efficiency of NLC implementation at the local level.

Teaching and Learning Resources and Facilities. Table 14 presents the challenges encountered by the volunteers in the conduct of the National Learning Camp along teaching and learning resources and facilities. The overall weighted mean of 3.91, interpreted as Agree (A), indicates that volunteers generally experience considerable challenges in the preparation, access, and distribution of instructional materials and learning resources during the implementation of the program. This suggests that while learning materials are available and utilized, issues related to adequacy, accessibility, and distribution still affect the efficiency of instructional delivery.

The indicator with the highest weighted mean is challenges with resource distribution and accessibility with a weighted mean of 4.69, interpreted as Strongly Agree (SA). This implies that the most significant difficulty encountered by volunteers is ensuring that learning materials and resources are properly distributed and easily accessible to learners and teachers. This finding corroborates with David et al. (2024) that volunteer teachers in the National Learning Camp faced significant logistical and resource-related issues that hindered the smooth flow of instruction. Their study underscored that materials preparation and distribution, scheduling, and accessibility problems were common, particularly in rural areas where infrastructure and support were limited. Likewise, Soria (2024) affirmed that teachers struggled with module preparation and printing burdens that consumed much of their preparation time.

Table 14 Challenges encountered by the Volunteers in the conduct of the National Learning Camp along Teaching and Learning Resources and Facilities

Indicator	WM	Int.
1. Printing of voluminous learning materials and resources	4.06	A

2. Lack of access to technology and digital tools	3.09	N
3. Challenges with resource distribution and accessibility	4.69	SA
4. Lack of specialized learning resources for diverse learner needs	3.72	A
5. Scarcity of practical learning materials and equipment for skills development	4.00	A
Overall Weighted Mean	3.91	A

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)
3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

On the other hand, the lowest weighted mean is lack of access to technology and digital tools with a weighted mean of 3.09, interpreted as Neutral (N). This suggests that while limited access to technology exists, it is not perceived as the most pressing challenge compared to other resource-related concerns. This also suggests that while volunteers recognize technology as an important component of modern instruction, they may have low expectations of its availability in the camp setting. In contrast, Camarador and Camarador (2023) found that limited internet connectivity and digital access remain major barriers to teaching in rural and outdoor settings. The difference may be explained by the NLC’s structure, which relies primarily on printed materials and face-to-face delivery, making digital access a secondary rather than a primary concern for volunteers. Overall, the findings imply that the primary concern in the implementation of teaching and learning resources is not merely availability, but the efficient distribution and accessibility of materials. Strengthening logistical systems, improving coordination among stakeholders, and ensuring timely delivery of instructional resources can significantly enhance the effectiveness of the National Learning Camp at the local level.

Teaching and Learning Pedagogies. Table 15 presents the challenges encountered by the volunteers in the conduct of the National Learning Camp along teaching and learning pedagogies. The overall weighted mean of 2.22, interpreted as Disagree (D), indicates that volunteers generally do not perceive pedagogical practices as a major challenge in the implementation of the program. This suggests that, overall, NLC volunteers are relatively confident and adaptive in applying appropriate teaching strategies during the learning camp, and that pedagogical concerns are less problematic compared to other implementation areas such as resources and logistics.

The indicator with the highest weighted mean is adapting to diverse learning styles with a weighted mean of 2.77, interpreted as Neutral (N). This implies that while some volunteers experience difficulty in addressing varied learner needs, it is not widely perceived as a significant challenge. The NLC’s structured lesson guides likely help minimize differentiation challenges by providing clear, ready-to-use instructional materials. As emphasized by As-il (2024) teachers still need continuous training in differentiated instruction to effectively respond to varying learner needs and contexts.

Table 15 Challenges encountered by the Volunteers in the conduct of the National Learning Camp along Teaching and Learning Pedagogies

Indicator	WM	Int.
1. Adapting to diverse learning styles	2.77	N
2. Transitioning from traditional to innovative teaching methods	2.16	D
3. Overcoming resistance to new pedagogical approaches	2.38	D
4. Limited time for implementing deep learning	2.06	D
5. Balancing curriculum coverage with pedagogical flexibility	1.75	SD
Overall Weighted Mean	2.22	D

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)
3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

On the other hand, the lowest weighted mean is balancing curriculum coverage with pedagogical flexibility with a weighted mean of 1.75, interpreted as Strongly Disagree (SD). This suggests that volunteers generally do not see this as a challenge, indicating that they are able to manage instructional time and lesson delivery without significant difficulty in balancing coverage and flexibility.

This finding was supported by Soria (2024) that the NLC’s modular design provides teachers with enough flexibility to adapt lessons and implement interactive strategies without feeling pressured to cover excessive content. Similarly, Delmonte (2025) found that NLC participants appreciated the program’s curriculum design, describing it as empowering because it allowed teachers to explore innovative approaches while maintaining learning focus.

Overall, the findings imply that teaching and learning pedagogies are not a major area of difficulty for NLC volunteers. Instead, teachers demonstrate adaptability and confidence in instructional delivery within the structured framework of the program. This suggests that future improvements may focus less on pedagogical training and more on strengthening resources and logistical support, where greater challenges have been identified.

Fun-filled Component of Camp. Table 16 presents the challenges encountered by the volunteers in the conduct of the National Learning Camp along the fun-filled component of the camp. The overall weighted mean of 2.86, interpreted as Neutral (N), indicates that volunteers neither strongly agree nor disagree that the implementation of fun-filled activities poses significant challenges. This suggests that while certain concerns are experienced in specific areas, the overall execution of engaging and enjoyable learning activities remains moderately manageable for NLC volunteers.

The indicator with the highest weighted mean is availability of materials for fun-filled activities with a weighted mean of 4.53, interpreted as Strongly Agree (SA). This implies that the most significant challenge encountered by volunteers is the availability and adequacy of materials needed to implement engaging and interactive camp activities. This finding underscore that resource scarcity is the primary obstacle to implementing engaging, recreational learning experiences during the camp. This finding was supported by David et al. (2024) that insufficient instructional and activity materials hinder the capacity of teacher-volunteers to provide interactive, enjoyable, and meaningful learning experiences.

On the other hand, the lowest weighted mean is insufficient time in preparation with a weighted mean of 1.53, interpreted as Strongly Disagree (SD). This suggests that volunteers generally do not perceive time as a major constraint in preparing fun-filled activities, likely due to the structured scheduling and designated camp venues provided by the NLC. These results are supported by Ocenar and Mabutol (2025) that effective planning and pre-arranged facilities reduce logistical challenges for volunteers, allowing them to focus on instructional and activity delivery.

Table 16 Challenges encountered by the Volunteers in the conduct of the National Learning Camp along Fun-filled Component of Camp

Indicator	WM	Int.
1. Insufficient time in preparation	1.53	SD
2. Availability of materials for fun-filled activities	4.53	SA
3. Lack of skills among teachers in integrating camp-like activities	2.09	D
4. Inadequate appropriate learning spaces for fun-filled instruction	1.69	SD
5. Unavailability of PSF to purchase materials for fun-filled activities	4.47	SD
Overall Weighted Mean	2.86	N

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)
3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

Overall, the findings suggest that while the fun-filled component of the National Learning Camp is generally manageable, challenges are primarily centered on resource availability rather than time, skills, or space. Strengthening financial support and ensuring timely provision of materials can further enhance the quality and effectiveness of engaging, play-based learning activities.

Teachers Professional Development/Collaborative Expertise. Table 17 presents the challenges encountered by the volunteers in the conduct of the National Learning Camp along teachers' professional development and collaborative expertise. The overall weighted mean of 4.28, interpreted as Strongly Agree (SA), indicates that volunteers experience significant challenges in terms of sustaining professional growth and engaging in structured collaboration. This suggests that while teachers are actively involved in the implementation of the

program, their opportunities for continuous professional development and collaborative engagement are constrained by time, workload, and limited structured support.

Table 17 Challenges encountered by Volunteers in the conduct of the National Learning Camp along Teachers Professional Development/Collaborative Expertise

Indicator	WM	Int.
1. Insufficient time for professional development	4.53	SA
2. Limited opportunities for collaborative learning	4.69	SA
3. Lack of specialized training for new pedagogies	4.06	A
4. Challenges in evaluating and tracking professional growth	3.56	A
5. Overload of teacher responsibilities (printing materials, teaching, preparing activities, preparing visual aids)	4.53	SA
Overall Weighted Mean	4.28	SA

Rating Scale	Descriptive Interpretation	
4.20 – 5.00	Strongly Agree	(SA)
3.40 – 4.19	Agree	(A)
2.60 – 3.39	Neutral	(N)
1.80 – 2.59	Disagree	(D)
1.00 – 1.79	Strongly Disagree	(SD)

The indicator with the highest weighted mean is limited opportunities for collaborative learning with a weighted mean of 4.69, interpreted as Strongly Agree (SA). This implies that the most critical challenge faced by volunteers is the lack of sufficient and structured opportunities to engage in collaborative professional activities. This finding also indicates that teachers are constrained both by time and workload, limiting their ability to engage in meaningful professional development or collaborative expertise sharing. The finding is supported by David et al. (2024) that teacher-volunteers often face competing demands that reduce opportunities for reflection, peer learning, and skill enhancement during intensive programs like the NLC.

On the other hand, the lowest weighted mean is challenges in evaluating and tracking professional growth with a weighted mean of 3.56, interpreted as Agree (A). It suggests that teachers find it difficult to monitor their professional development progress while juggling multiple responsibilities. This is supported by Mallillin et al. (2023) who found that teachers often require structured support systems and assessment tools to reflect on their learning and growth effectively.

Overall, the findings imply that the primary challenge in teachers’ professional development is not willingness but the lack of time, structured collaboration, and manageable workload. Strengthening institutional support, reducing administrative burdens, and providing sustained collaborative learning opportunities can significantly enhance teachers’ professional growth and improve the overall implementation of the National Learning Camp. This is supported by Escote and Detera (2025) that providing sustained collaborative learning opportunities and specialized training in innovative pedagogies are essential for volunteer teachers to deliver learner-centered, engaging instruction in both traditional and camp-based learning environments.

Proposed Intervention to Improve the Competency and Implementation Practices of National Learning Camp Volunteers

One of the objectives of this study is to propose intervention to improve the competency and implementation practices of National Learning Camp volunteers in Jose Panganiban West District in the Division of Camarines Norte. As an offshoot of this study, the researcher proposed a Professional Development Activity to improve the competency and implementation practices of National Learning Camp volunteers in Jose Panganiban West District. The proposed Professional Development Activity is entitled- Enhancing Collaborative Expertise and Professional Growth among NLC Teachers. This is based on the responses of the volunteers wherein significant challenges in sustaining professional development and enhancing collaborative expertise were revealed. The top-rated issues include limited opportunities for collaborative learning, insufficient time for professional development and overload of teacher responsibilities. Other challenges identified include the lack of specialized training for new pedagogies and difficulty in evaluating and tracking professional growth.

These findings highlight the urgent need for a structured professional development activity that fosters collaboration, promotes time-efficient professional learning, and equips teachers with innovative pedagogical tools aligned with the DepEd Order No. 42, s. 2017 otherwise known as Philippine Professional Standards for Teachers (PPST) and DepEd Order No. 14, s. 2023 titled Implementation of the National Learning Camp. The proposed professional development activity aims to respond to these identified needs by providing a platform for NLC volunteers to collaborate, reflect, and grow professionally while maintaining instructional quality.

The specific objectives of the activity are to manage time effectively to balance instructional duties and continuous professional learning, engage in meaningful collaborative learning through professional learning communities and peer mentoring, acquire knowledge and skills on outcome-based and learner-centered pedagogies suited for the National Learning Camp context, develop and utilize tools to monitor and evaluate their professional growth and formulate strategies for managing workload and ensuring teaching effectiveness.

The proposed activity will be conducted in three days with proposed topics on first day focusing on fostering time-efficient professional growth with specific topic on managing time and responsibilities for sustainable teaching which it to address the lack of time for professional development and workload management. For the second day, it will focus on building collaborative expertise with a theme Learning Together: Strengthening Collaboration and Peer Learning with the aim of addressing limited collaborative learning opportunities. For the third day, it will focus on Deepening Pedagogical and Reflective Skills with specific topic on Innovative Pedagogies and Professional Growth Monitoring, this is to address lack of specialized pedagogy training and tracking mechanisms.

The strategies and approaches to be employed in the conduct of the proposed professional development activity are learning action cell (LAC) sessions for sustained collaborative learning, peer coaching and mentoring for continuous feedback and growth and action research integration to encourage reflective and evidence-based teaching practices, technology integration through shared drives and collaborative online tools (Google workspace, MS teams) and reflective practice using professional journals and peer feedback sessions. The expected outcomes in the conduct of the proposed professional development activities are enhanced collaboration and peer learning among NLC volunteer teachers, improved teacher competence in outcome-based and learner-centered instruction, better time management and reduced stress from work overload, established tools for tracking and monitoring professional growth and strengthened teacher motivation, confidence, and professional identity.

CONCLUSION

Based on the findings of the study, the following conclusions were arrived at: 1) Volunteers show strong overall competency in implementing the National Learning Camp. They are very highly competent in teaching and learning resources, pedagogies, and learners' assessment, while highly competent in teachers' assessment and professional development. 2) The implementation practices of NLC volunteers are generally strong, with very high implementation observed in teaching and learning resources, pedagogies, and learners' assessment. Meanwhile, teachers' assessment and professional development are highly implemented, indicating effective

practices overall with opportunities to further enhance teacher-focused components. 3) Most competency and implementation practice variables of NLC volunteers showed no significant relationship ($p > 0.05$). However, learner assessment practices were positively associated with competency in learning resources and facilities, while a negative correlation appeared between learner assessment and teaching–learning pedagogies. A slight positive relationship also emerged between teacher assessment competency and its implementation. Overall, competencies in areas like professional development and pedagogy did not significantly relate to implementation levels. 4) Volunteers reported significant challenges in the National Learning Camp, particularly in teachers’ professional development and collaborative expertise. They also noted difficulties in program advocacy, camp readiness, and learning resources. 5) A Professional Development Activity titled “Enhancing Collaborative Expertise and Professional Growth among NLC Teachers” was proposed to address key challenges identified by volunteers.

RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) School heads may organize targeted upskilling sessions on advanced assessment strategies such as portfolio-based and formative assessment and continuous professional development programs to strengthen identified gaps. 2) District supervisors and school heads may institutionalize regular monitoring and coaching mechanisms to ensure consistent and high-level implementation across all domains. 3) Program planners and NLC coordinators may align training designs with actual implementation needs by contextualizing competencies into practice-based activities, ensuring that skills directly translate into program execution. 4) School heads and NLC coordinators may strengthen collaborative structures and improve resource planning and advocacy efforts through stakeholder engagement and early preparation. 5) DepEd officials and school leaders may implement and sustain the proposed Professional Development Activity, ensuring adequate time allocation, monitoring, and support systems to address workload constraints and improve volunteer effectiveness. 6) Future researchers may expand the scope by including a larger and more diverse sample across different districts and consider using mixed-methods approaches to gain deeper insights into how competencies influence implementation and outcomes. They may also explore additional variables such as leadership support, learner outcomes, and long-term impact of NLC participation.

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