



**ADMINISTRATIVE CHALLENGES AND MANAGEMENT ON THE
IMPLEMENTATION OF THE NATIONAL LEARNING CAMP
(NLC): BASES FOR ENHANCEMENT PROGRAM**

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ABSTRACT

This descriptive-qualitative study determined the administrative challenges and management of school heads and teachers on the implementation of NLC in the Schools District of San Miguel during the school year 2024-2025. It was found out based on the results of the in-depth interview with the participants that the administrative challenges encountered by school heads were lack of instructional materials, lack of motivation, lack of resources, lack of assessment, lack of teachers' training, time constraints, and lack of parents' support. Teachers encountered lack of motivation, limited resources, lack of parents' support, and lack of teachers' training. The school heads' ways of managing administrative challenges were working together, optimum use of scarce resources, contextualized teaching, formulation of school policies, provision of resources, provision of varied activities, and establishment of professional development. Teachers' manage it through the conduct of orientation with stakeholders, allocation of resources and management, collaboration with stakeholders, contextualization of teaching, and provision of professional support.

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Keywords: *administrative, challenges, management, implementation, National Learning Camp, enhancement program*

INTRODUCTION

Literacy and numeracy skills are very important for the learners to learn other competencies that needed for basic education. A lot of programs and projects were already implemented in relation to literacy and numeracy on the ground but there are still learners who could hardly read and compute that resulted to their low grades in their academic subjects at the end of the school year. To address the gap before the new school year starts, the Department of Education implemented the National Learning Camp (NLC). This program sought to improve reading and numeracy skills, accelerate the achievement of educational objectives, and strengthen the department’s learning recovery and continuity initiatives. In alignment with the MATATAG Agenda, the Department of Education (DepEd) introduced the National Learning Camp (NLC) to bridge learning gaps and support K–12 students in public elementary and secondary schools nationwide in meeting academic standards.

Learners are categorized into one of three camps based on their individual learning needs: The Enhancement Camp, Consolidation Camp, or Intervention Camp. The Enhancement Camp enriches the learning experience of advanced students by deepening their understanding and expanding the complexity of subject competencies. Meanwhile, the Consolidation Camp reinforces previously taught concepts through additional practice and application, allowing students to establish connections across various grade-level

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competencies (Shukia, 2020). Conversely, the Intervention Camp provides targeted support for learners who have yet to master foundational skills in both mathematics and English.

The NLC recognizes the crucial role of teachers in enhancing student learning outcomes and, therefore, aims to both improve student performance and strengthen teacher capabilities. Additionally, National Learning Camps promote educational equity by offering supplementary support to students at risk of academic disparities. By ensuring equal learning opportunities regardless of socioeconomic status or geographical location, these camps help create a more level playing field. Unlike traditional classroom settings, National Learning Camps provide personalized instruction tailored to each learner's needs, accommodating diverse learning styles, abilities, and interests. Designed with inclusivity in mind, they also cater to students facing linguistic challenges or disabilities, ensuring that all learners can benefit from the program. Teachers have opportunities for professional development at the camps. By taking part in National Learning Camps, educators can enhance their methods in the classroom and adapt to changing learning environments, which will ultimately help the larger educational system. Because of their adaptability, National Learning Camps are a great tool for addressing a wide range of educational problems, including those resulting from unforeseen emergencies or natural catastrophes (Morales & Olua, 2024). The way the National Learning Camp is being implemented in the different schools vary from its other depending on the administrative supports provided by the stakeholders of the school. Sometimes there are administrative challenges encountered by school heads and teachers on the implementation of the NLC that need to be settled but due to lack of resources and immediate

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support, the school will just implement the program according to its scarce resources and understanding about the program. It seems that the implementation of the NLC is just a compliance to what the higher office is being imposed when in fact the program is voluntary in nature and the teachers are just implementing the program for their school heads to show that they implemented the program.

MATERIALS AND METHODS

Research Methodology

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology was done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Biemel and Spiegelberg (2024) stated phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions.

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Participants of the Study

The participants of the study were 16 DepEd employees of the Schools District of San Miguel, 8 of them were the selected school heads and 8 teachers at the same school that had National Learning Camp in the district.

These were the school heads and teachers of Consolacion Elementary School, San Antonio Elementary School, San Jose Elementary School, San Miguel Central Elementary School, Sta. Cruz Elementary School, Sta. Teresa Elementary School, Sto. Angel Elementary School, and Sto. Niño Elementary School.

Sampling Design

Purposive sampling design was used in the study. Nikolopoulou (2023) mentioned that purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units were selected "on purpose" in purposive sampling.

Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources but is at high risk for research biases like observer bias.

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Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule. The interview schedule had two major questions focusing on the administrative challenges and management of National Learning Camp.

Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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Data Gathering Procedures

The permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher tried to encourage the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder was also provided to completely capture the interviewee's words. The researcher consolidated all the collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

The aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something

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about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

The study aimed to understand administrative challenges and management of school heads and teachers in the Schools District of San Miguel during the 2024-2025 school year.

A qualitative method, using in-depth interviews, was employed. Participants included 16 DepEd employees, eight school heads, and eight teachers from eight schools with National Learning Camps.

A researcher-made interview schedule and voice and video recorder were used for data collection.

The questionnaire underwent content validation by a Panel of Experts, and permits were obtained from various stakeholders.

The collected data was analyzed and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the administrative challenges encountered by school heads on the implementation of NLC were lack of instructional materials, lack of motivation, lack of resources, lack of assessment, lack of teachers' training, time constraints, and lack of parents' support.

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The administrative challenges encountered by teachers on the implementation of NLC were lack of motivation, limited resources, lack of parents' support, and lack of teachers' training.

The results on the in-depth interview found out that school heads' ways of managing administrative challenges were working together, optimum use of scarce resources, contextualized teaching, formulation of school policies, provision of resources, provision of varied activities, and establishment of professional development.

Teachers' ways on how to manage administrative challenges were through the conduct of orientation with stakeholders, allocation of resources and management, collaboration with stakeholders, contextualization of teaching, and provision of professional support.

Based on the findings, the following insights were drawn:

The challenges faced by the NLC are complex, but they are not insurmountable. Most of the challenges of school heads on the implementation of the NLC are related to availability of funds, resources, and teachers' commitment.

Teachers found the implementation of the NLC half-baked because of lack of administrative and parents' support. They just implement the program for the sake of compliance.

School heads are good in team building, collaboration, and linkages that make every activity of the NLC possible. Resources available in school are maximally utilized by the school head for the program.

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Teachers are dependent on the involvement of the stakeholders for effective implementation of the NLC. They help one another to make their work easier by sharing knowledge and resources.

CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

School heads must develop platforms that allow teachers to share resources, best practices, and logistical support. This can streamline operations and ensure that all teachers have access to necessary materials and expertise.

School heads must facilitate effective professional development, improve teaching practices, and organize workshops focused on developing inclusive and relevant curricula that reflect the diverse needs of the learner population.

School heads must create programs that actively involve parents and community members in the educational process. This could include workshops, forums, collaborative projects that encourage community investment in local schools and establish partnerships with local organizations and stakeholders to create a unified approach to educational improvement.

Teachers must implement flexible grouping strategies that allow for smaller class sizes or differentiated instruction. This can be achieved by utilizing volunteer educators, community

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members, or retired teachers to assist in managing classes and providing personalized attention to learners.

Teachers must implement regular access to counseling and mental health services within the camp. Training staff in emotional support techniques can help create a safe and nurturing environment where learners feel secure to express their feelings and challenges.

Teachers must organize regular forums that bring together parents, educators, learners, and community members to discuss educational goals, challenges, and successes. This will enhance transparency and build a stronger sense of community around the school.

Teachers must be retooled on different assessments, when and how these assessments will be used depending on its purpose and set of learners. There must be a workshop to be conducted to show and for them to perform on how these assessments will be used.

A copy of a proposed enhancement program must be shared to the Schools Division Office, District office, and to other school heads for their information and guidance, and if necessary be implemented in their respective schools to better improve the implementation of the National Learning Camp.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mention in the study, and if possible, a quantitative research in line with the level of implementation of the program and teachers' morale.

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