



NATIONAL LEARNING CAMP AND ITS EFFECT IN THE ACADEMIC PERFORMANCE OF LEARNERS IN SCIENCE IN CONGRESSIONAL DISTRICT III

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This study aimed to assess the effect of the National Learning Camp (NLC) on the academic performance of Grade 9 learner campers in Science in Congressional District III, Province of Batangas, during the school year 2023–2024. Specifically, it examined the relationship between the learners' demographic profiles and their academic performance, as well as the challenges encountered during NLC implementation. The study employed a descriptive research design and used a researcher-made questionnaire, distributed via Google Forms, to gather data from 54 Grade 9 learners. Percentage and chi-square test of independence were the statistical tools used for data analysis.

Findings revealed that majority of the learners were female and aged 14 to 15, with most grades in Science ranging from 76 to 80. Learners demonstrated proficiency in using scientific terminology and analyzing data but had difficulty in executing scientific experiments and providing in-depth reasoning in written tasks. Statistical analysis indicated no significant relationship between academic performance and the variables of age and sex; however, significant relationships were found with previous Science grades and attendance. Major challenges included insufficient learning materials and low stakeholder engagement. Based on the findings, an implementation plan was developed to enhance the effectiveness of NLC.

Key Words: National Learning Camp, academic performance, Science education, experiential learning, learning recovery

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