



NATIONAL LEARNING CAMP: TEACHER VOLUNTEERS' EXPERIENCES, CHALLENGES, AND COPING STRATEGIES AS BASES FOR PROGRAM RECOMMENDATIONS

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ABSTRACT

This qualitative research design aimed to determine the experiences, challenges, and coping strategies of volunteer teachers on National Learning Camp as bases for program recommendation. Based on the results of in-depth interview, the experiences of volunteer teachers were monitoring of teaching and learning, improving the delivery of lessons, fun and enjoying, facilitate learners' learning needs, improving the delivery of lessons, limited resources, and building self-confidence. The challenges encountered by the teachers were lack of learners' interest lack of confidence, lack of instructional materials, and time constraints. The coping strategies employed by the volunteer teachers were seek support from fellow teachers, manage time well, adapt different learning styles, resourceful, and patience and understanding. The output of this study was a program recommendation on creating a collaborative environment on learners' learning, intensifying teachers' self-confidence, strengthening the consistency of necessary resources and support, management of time and optimum of human resources, and monitoring and evaluation.

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Keywords: *National Learning Camp, Volunteer Teachers Experiences, Program Recommendations*

INTRODUCTION

National and International Assessments, such as the National Achievement Test (NAT) and the Program for International Student Assessment (PISA), have consistently revealed alarming trends in reading proficiency and numeracy among Filipino learners. These assessments indicate that a significant portion of learners fall below proficiency levels, hindering their academic progress and prospects.

The Department of Education (DepEd) is prioritizing improvements in literacy and numeracy programs, as well as integrating “peace competencies,” to ensure that the K to 12 curriculum remains relevant in producing job-ready, proactive, and responsible citizens. This initiative is part of the MATATAG: Bansang Makabata, Batang Makabansa agenda (Duterte, 2023). Aligned with the MATATAG Basic Education Agenda and as a component of the National Learning Recovery Program (NLRP) aimed at mitigating learning loss, DepEd plans to implement the National Learning Camp (NLC) during the End of School Year (EOSY) break for the academic year 2022-2023 (DO 014, s. 2023).

Teacher participation in the NLC is entirely voluntary. Since the program requires teachers to render services beyond the regular school calendar, they will receive vacation service credits, certificates of recognition, and other incentives, contingent upon the

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availability of funds and compliance with established guidelines (DO No. 14 s, 2023).

Partlow (2024) stated that the NLC is a nationwide initiative aimed at addressing learners' educational gaps through three distinct camps: intervention, enhancement, and collaboration. The enhancement and partnership components, in particular, focus on developing the skills of academically proficient learners. Implemented simultaneously across all DepEd elementary and high schools nationwide, the NLC runs for three weeks. The implementation of the National Learning Camps highlights the essential role of reading and mathematics proficiency as fundamental skills for learners. However, despite these initiatives, concerns remain regarding the literacy and numeracy competencies of Filipino students, as these foundational skills are critical to all areas of education and personal growth (Wasik & Bond, 2021).

This study presents a comprehensive analysis of thematic data from the National Learning Camp, aiming to discern pivotal aspects related to teacher volunteers' experiences and challenges encountered, and the consequent effect on learners' learning outcomes.

The researcher observed that the implementation of the National Learning Camp address the learning gaps of learners in literacy and numeracy with three separate camps on intervention, enhancement, and collaboration.

The intervention is designed for children who have not reached their proficiency level in a particular subject. This study was conducted to find out the teacher volunteers' experiences, challenges, and coping strategies in the implementation of National Learning Camp as bases for program recommendation during the school year 2024-2025.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research methodology to be used in the study. This includes the research method, research design, the respondents of the study, research instruments, data gathering, and procedures used to analyze the data. The research aims to find out the teacher volunteers' experiences, challenges, and coping strategies on learners' learning outcomes bases for program recommendation in the 2nd Congressional District of Iloilo during the school year 2024-2025.

Research Method

The research method utilized in this study was qualitative research using in-depth interviews.

The interviewer with the interviewee during the interview was allowed to sit together at a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants on a certain issue in a social context through the responses of the participants to the questions.

It is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and through social interaction (Connelly & Clandinin, 2020).

Research Design

This study used a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of

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phenomenology is 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 is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work (Creswell & Creswell, 2020).

Participants of the Study

The participants of this study were thirty (30) volunteer teachers of the 2nd Congressional District of Iloilo comprising ten (10) school districts. Three (3) volunteer teachers per district was taken as participants in the study. Two (2) for the central school and one(1) for the barangay school.

The participants were selected considering that they are relevant to the study which is both capable and interested in answering the interview questions restricted by ethical considerations and consent of the respondents.

Sampling Design

Purposive sampling design was used in this study. Purposive sampling according to Nikolopoulou, (2022) refers to a group of non- probability sampling technique in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling.

Research Instrument

The primary research instrument was utilized in this study is Interview Guide Questions. The interview guide is researcher-made and divided into three question guides:

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questions for the volunteer teachers' experiences, challenges, and coping strategies.

Participants were asked probing questions about their experiences, challenges, and coping strategies of the National Learning Camp.

The development of the interview guide aligns closely with the research objectives and inquiry. It encompasses a curated set of open-ended inquiries, probes, and prompts, all meticulously designed to elicit nuanced information and

Insight from participants (Rubin & Rubin, 2021). This research instrument facilitates the systematic collection of qualitative data by guiding the conversation and enabling consistent coverage of essential subjects, thereby ensuring the richness and depth of the obtained information.

The construction and validation of the interview guide questions is an integral aspect of the research process and necessitates alignment with the specific research goals and inquiries. It encompasses a range of questions, probes, and follow-up prompts carefully crafted to encourage participants to share their experiences, perspectives, and insights (Seidman, 2021).

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

Validity of the Research Instrument

Before the determination of the validity of the interview schedule by the researcher, the adviser, the Dean of the Graduate School then a panel of jurors who are considered for

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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, 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 a sample of the subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel and Wallen as cited by Lagradante (2023).

Comments, corrections, and suggestions of the panel of validation using the appropriate form of Good and Scates (Appendix C).

Data Gathering Procedures

Upon approval of the Dean of the Graduate School, Schools Division Superintendent, Public Schools District supervisor, and adviser to conduct the research, the researcher identified the participants and those specifically involved in this study. A letter of request for the conduct of the study was sent to the school heads of the different schools in the 2nd Congressional District of Iloilo during the school year 2024-2025.

The researcher personally conducted the interview using the interview guide. Face-to-face in-depth interviews was used to gather information from the participants of the study.

All information and answers were recorded, compiled, and analyzed.

Data Analyses

The information that was gathered in this study was properly analyzed using a thematic approach. This qualitative analysis technique was used to identify the themes of the

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experiences, challenges, and coping strategies of volunteer teachers on the implementation of the National Learning Camp during the school year 2024-2025.

The researcher conducted a phenomenological study searching for the essential structure of a single phenomenon by interviewing, in-depth, several individuals who have experienced the phenomenon. The researcher extracts what he or she considers relevant statements from each participant's description of the phenomenon and then clusters these into themes. The researcher then integrates these themes into a narrative description of the phenomenon (Fraenkel and Wallen, as cited by Lagradante (2023)).

RESULTS AND DISCUSSIONS

This qualitative research method using the phenomenological research designed aim to formulate a program recommendation on the experiences of volunteer teachers in the National Learning Camp.

The research method utilized in this study was quota sampling. The interviewer with the interviewee during the interview was allowed to sit together at a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants on a certain issue in a social context through the responses of the participants to the questions.

This study used a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from

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commonly held views by focusing on a person's subjective interpretations of what she experiences. These aimed to gather information about the phenomenological experience of volunteer teachers in NLC. An open-ended question was asked the participants to answer the interview questions that may arise from the responses of the participants.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants. The researcher consolidated all collected data after series of interviews.

A thematic analysis was used to summarize and interpret the results of the study.

The following are the findings of the study:

Based on the results of the study, the experiences of volunteer teachers in the National Learning Camp were; monitoring of teaching and learning, fun and enjoying, facilitate learners' learning needs, improving the delivery of lessons, limited resources, and building self-confidence.

The results of in-depth interview found out the challenges encountered by the volunteer teachers were lack of learners' interest, lack of confidence, lack of instructional materials, and time constraint.

It was found out farther that volunteer teaching in the National Learning Camp, the coping mechanisms of volunteer teachers were seeking support from fellow teachers, manage time well, adapt different learning styles. Resourcefulness, and patience and understanding.

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CONCLUSION

Based on the findings of the study, the following insights were drawn:

A volunteer teacher helps students acquire knowledge about specific topics in English and Mathematics. Gaining experience for a teaching role can help them convey their ability to instill knowledge in students during the National Learning Camp as part of the recovery program of the DepEd on learning losses caused by the pandemic.

The challenges encountered by teachers significantly hinder the effectiveness of the implementation of the National Learning Camp. They are not only addressing immediate issues but also fostering a more enriching learning environment for the learners.

Teachers have adopted a variety of coping strategies to navigate the challenges in life of a volunteer teacher. They are not only addressing immediate issues but also fostering a more enriching learning environment for their learners.

From the results of the study the following recommendations are strongly suggested:

Volunteer teacher in the National Learning Camp may be given more assistance and properly guided during the delivery of their service and lessons to the learners.

Volunteer teachers may be encouraged to continue teaching in the National Learning Camp in spite of problems encountered. They may enhance their pedagogical knowledge, skills, and attitudes towards the school programs and activities in managing learners with different behaviors.

Volunteer teachers may be given recognition those who go above and beyond expectations. Create a compelling reward program exclusively for them.

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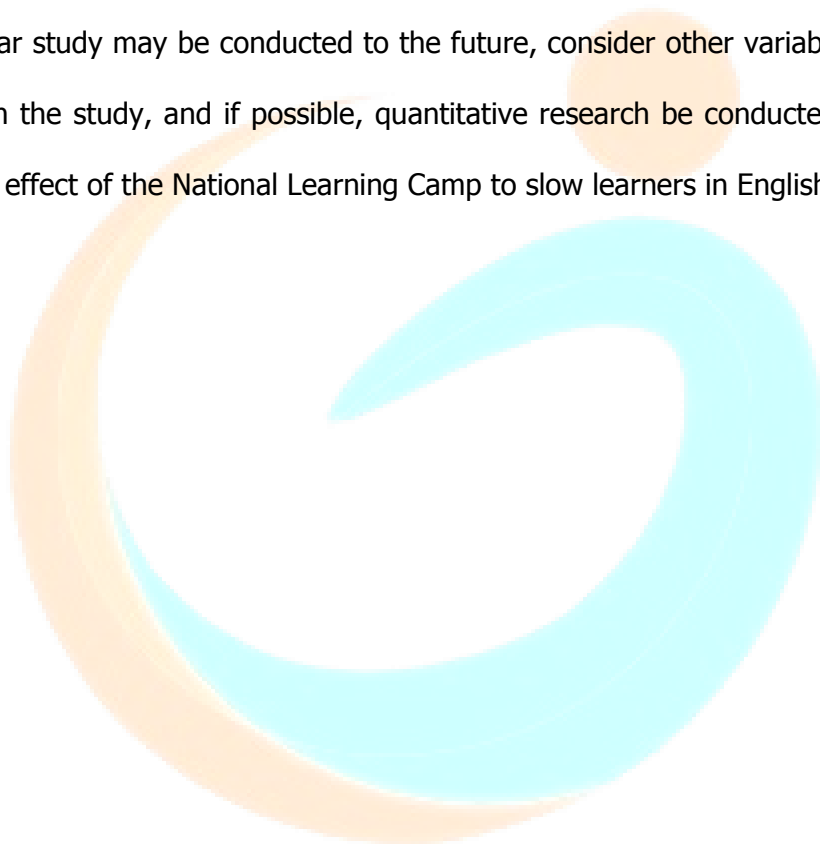
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Teachers, school heads, and parents must work together for the National Learning Camp activities and its one must do religiously its contribution and involvement in the program.

A proposed program recommendation may be shared to the Schools Division Superintendent, District Supervisor, school principals, and teachers.

A similar study may be conducted to the future, consider other variables not used or not mention in the study, and if possible, quantitative research be conducted to determine the significant effect of the National Learning Camp to slow learners in English, Mathematics, and Science.



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