

# EXPLORING THE NATIONAL LEARNING CAMP AND ACADEMIC PERFORMANCE AMONG STUDENT PARTICIPANTS IN DEPARTMENT OF EDUCATION DUMAGUETE CITY DIVISION

Juditha O. Mapue

Department of Education, Dumaguete City Division, Negros Oriental, Philippines

Email:judithamapue.deped@gmail.com

**ABSTRACT:** This study examines the academic performance in English and Mathematics of student participants before and after attending the National Learning Camp (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The objective was to analyze performance trends and assess the effectiveness of the intervention in supporting struggling learners. The study focused on students who previously had grades below the satisfactory level to determine their progress after the intervention. Results showed that Grades 7, 8, and 10 exhibited slight improvements in both subjects, suggesting that reinforcement of foundational skills and structured instruction contributed to better academic outcomes. However, Grade 9 students showed a slight decline in both English and Mathematics, indicating persistent challenges in complex literacy and problem-solving skills that may require more targeted interventions. Based on these findings, recommendations include enhanced instructional strategies, continuous monitoring, differentiated learning approaches, and teacher training to better address student needs. Strengthening engagement activities and providing specialized support for Grade 9 learners are also essential to prevent further decline in performance. Future studies should explore long-term intervention effectiveness and specific academic difficulties faced by students. While the NLC Intervention Camp had a generally positive impact, further refinements in intervention strategies are needed to support students who continue to struggle, ensuring sustained academic improvement and learning recovery.

**Keywords:** Academic Performance, National Learning Camp (NLC), Learning Intervention, English Proficiency, Mathematics Achievement

## 1. INTRODUCTION

The Department of Education (DepEd) launched the National Learning Camp (NLC) through DepEd Order No. 014, s. 2023 as part of its learning recovery initiatives to address the persistent learning gaps among Filipino students. Among its key components, the Intervention Camp plays a crucial role in assisting struggling learners who need additional academic support, particularly in fundamental subjects such as English and Mathematics. This targeted program provides structured remediation activities aimed at strengthening students' foundational skills and improving their academic performance.

In the DepEd Division of Dumaguete City, the implementation of the Intervention Camp serves as a response to the pressing need for academic reinforcement among students in public schools. By focusing on learners who have demonstrated difficulty in mastering essential competencies, the program offers differentiated instruction, small-group learning sessions, and personalized interventions to help bridge learning gaps. The effectiveness of this initiative can be better understood by analyzing students' academic performance before and after their participation in the camp [1].

This study explores the impact of the Intervention Camp by examining differences in students' English and Mathematics performance before and after their involvement in the program. Rather than establishing causality, this research aims to identify performance trends across various grade levels and learning categories. The findings will contribute valuable insights into the effectiveness of the Intervention Camp in enhancing student learning and informing future improvements in the NLC's implementation. By understanding how the program influences academic progression, this study seeks to support DepEd's ongoing efforts in learning recovery and student competency

development. Specifically, it purports to shed light to the following questions:

1. What is the academic performance in English of student participants, categorized by year level, before attending the National Learning (Intervention) Camp in DepEd Dumaguete City Division?
2. What is the academic performance in Mathematics of student participants, categorized by year level and camp, before attending the National Learning Camp in DepEd Dumaguete City Division?
3. What is the first-quarter academic performance in English of student participants, categorized by year level, after attending the National Learning(Intervention) Camp in DepEd Dumaguete City Division?
4. What is the first-quarter academic performance in Mathematics of student participants, categorized by year level, after attending the National Learning(Intervention) Camp in DepEd Dumaguete City Division?
5. What is the difference between the academic performance in English of student participants before and after attending the National Learning(Intervention) Camp, categorized by year level, in DepEd Dumaguete City Division?
6. What is the difference between the academic performance in Mathematics of student participants before and after attending the National Learning(Intervention) Camp, categorized by year level, in DepEd Dumaguete City Division?
7. Based on the findings, what recommendations can be proposed to enhance the implementation and effectiveness of the National Learning Camp in improving student academic performance in DepEd Dumaguete City Division?

## 2. REVIEW OF RELATED LITERATURE

### National Learning Camp as a Learning Recovery Initiative

The National Learning Camp (NLC) was introduced by the Department of Education (DepEd) as part of its National

Learning Recovery Program (NLRP) to address pandemic-induced learning gaps in key subject areas, including English and Mathematics. Designed as a multi-tiered intervention, the NLC consists of three categories: Intervention, Consolidation, and Enrichment Camps. Among these, the Intervention Camp specifically targets students struggling with fundamental competencies by providing structured remedial instruction and targeted academic support [1].

#### Implementation and Effectiveness of the National Learning Camp in the Philippines

Several studies have examined the implementation and effectiveness of the NLC in various regions of the Philippines. Soria [2] analyzed teachers' assessment of the Reading Program in the NLC, highlighting its role in mitigating literacy gaps for Grades 7 and 8 students. The study identified effective teaching strategies, such as peer tutoring, back-to-basics approaches, and interactive modules, but also noted challenges like module preparation, inappropriate materials, and attendance issues. Teachers emphasized the need for more structured training and additional support for struggling readers to improve program effectiveness [2].

Similarly, Morales and Olua[3] conducted a study on the implementation of the NLC in the Umingan District, assessing its goals and execution. Their findings revealed that the Consolidation Camp was the most effectively implemented, while the Intervention Camp faced challenges due to limited resources and teacher training gaps. They also found a correlation between teachers' age, years of experience, and educational attainment with their ability to implement the NLC successfully [3].

The study by Maguate et al. [4] on the efficacy of the NLC in improving literacy and numeracy among Grade 7 learners further supports these findings. Their research employed a pretest-posttest analysis, which demonstrated a highly significant improvement in both literacy and numeracy scores. The study concluded that the Intervention Camp provides a structured learning environment that enhances foundational skills among struggling learners. However, they also recommended continuous evaluation and adaptation of instructional strategies to maximize student engagement and progress [4].

Further evaluation of the NLC was conducted by Gagabe et al. [5] in their study titled Evaluation of the National Learning Camp 2024: Enhancing Student Achievement through Targeted Educational Interventions. Their findings indicated significant improvements in student performance in English, Mathematics, and Science over a 19-day intervention period. The study emphasized the importance of continuous monitoring through Catch-up Fridays to ensure sustained proficiency gains beyond the camp period [5].

A phenomenological study by Quezada [6] explored teachers' experiences in implementing the NLC and uncovered major challenges, including lack of resources, inadequate preparation, and low learner interest. Despite these setbacks, teachers employed various coping strategies such as collaboration, Learning Action Cell (LAC) sessions, and enhanced student engagement techniques. The study

highlighted the importance of teamwork and stakeholder involvement in ensuring the success of the NLC [6].

#### Intervention Programs and Their Impact on Academic Performance

The study by Espinosa and Guevara [7] focused on the perceived effect of the NLC on Grade 7 and 8 learners in Tarlac City Schools Division West District. Their research identified positive effects on students' curiosity, learning motivation, socio-emotional skills, personal growth, and character development. However, they noted significant differences in interest and character development based on grade level and participation in the learning camp, emphasizing the need for more tailored interventions to address diverse student needs [7].

A study by Abad, Cabrillas, and Vargas [8] assessed the challenges faced by English teacher volunteers in implementing the NLC. Their findings revealed that budgetary constraints, module complexity, time management issues, and language barriers were among the primary obstacles. The study recommended enhancing teacher training, developing more adaptable schedules, and refining educational materials to better suit student needs [8].

#### Intervention Programs in Literacy and Numeracy

International research supports the effectiveness of structured intervention programs in improving literacy and numeracy skills among students. A study by Solis, Kulesz, and Williams [9] examined the Response to Intervention (RTI) approach for high school students with reading difficulties. The study analyzed whether pre-intervention word reading skills influenced reading comprehension outcomes after a two-year intensive literacy intervention. Findings indicated that students with stronger baseline reading fluency showed greater posttest improvements, underscoring the need for early identification and targeted literacy interventions [9].

Similarly, Dimou [10] conducted a systematic review of mathematics intervention strategies for secondary school students, identifying effective approaches such as explicit instruction, schema-based instruction, and the use of concrete manipulatives. The study emphasized that students with learning difficulties in Mathematics benefit most from structured, research-based interventions that focus on conceptual understanding [10].

#### Interventions for At-Risk Students and Retention Programs

Intervention programs also play a significant role in reducing dropout rates and improving retention among at-risk students. Poynter [11] conducted research at Boise State University on intervention programs targeting high school retention rates. The study found that students were more likely to stay in school when they experienced strong relationships with teachers, found relevance in their education, and were intellectually challenged. These findings align with the Three R's framework (Relevance, Relationships, and Rigor), which suggests that students need meaningful connections to their education in order to remain engaged and motivated [11].

Similarly, Austin [12] explored the impact of intervention programs for at-risk middle and high school students in Southeast Missouri. The study used a mixed-methods approach to analyze how intervention programs influenced student motivation, engagement, and academic performance.

Results indicated that structured academic support, combined with mentorship and extracurricular involvement, led to higher persistence and academic success among at-risk students [12].

### **Whole-School Interventions and Student Engagement**

Intervention strategies are not limited to individual students; they also extend to whole-school approaches that foster active student participation in learning activities. A systematic review by Berti, Grazia, and Molinari [13] analyzed whole-school interventions aimed at increasing student engagement in secondary schools. Their study categorized interventions based on levels of Active Student Participation (ASP), ranging from low (passive recipients of instruction) to high (active decision-makers in their learning process). Findings indicated that interventions incorporating high ASP levels—such as student-led discussions, collaborative learning, and peer mentoring—produced the most significant improvements in academic performance and school climate [13].

A similar study by Moghadam et al. [14] examined the effect of a critical thinking-based intervention program on English language learners (ELLs). Their research found that students who participated in three-stage intervention programs (exposure, exploration, evaluation) demonstrated improved reading comprehension, critical thinking skills, and positive attitudes toward classroom learning. The study emphasized the need for integrating critical thinking exercises into subject-specific interventions to enhance overall academic success [14].

### **3. SIGNIFICANCE OF THE STUDY**

The National Learning Camp (NLC), initiated by the Department of Education (DepEd), aims to address learning gaps in key subjects such as English and Mathematics through structured academic interventions. Among its components, the Intervention Camp plays a crucial role in supporting struggling learners by providing targeted remedial instruction. This study seeks to examine the differences in academic performance before and after students' participation in the NLC's Intervention Camp in the DepEd Division of Dumaguete City. The findings of this research will offer valuable insights for various stakeholders in the education sector.

#### **For the Department of Education (DepEd)**

This study will provide empirical data on the effectiveness of the Intervention Camp, contributing to the continuous assessment and improvement of the National Learning Camp (NLC). The results will help DepEd policymakers refine the program's implementation strategies, ensuring that it effectively supports students with learning difficulties.

#### **For School Administrators and Program Implementers**

The study's findings will serve as a basis for school administrators to identify best practices and challenges in implementing the NLC's Intervention Camp. It will provide data-driven recommendations on how to optimize resources, enhance teacher training, and improve instructional delivery to maximize student learning outcomes.

#### **For Teachers and Educators**

Teachers play a vital role in the success of intervention programs. This study will offer practical insights into the effectiveness of intervention strategies used in the

Intervention Camp and their impact on student performance. The findings will help teachers refine instructional methods, classroom interventions, and differentiated teaching strategies to better support students struggling in English and Mathematics.

#### **For Students**

By evaluating the effectiveness of the Intervention Camp, this study aims to contribute to better learning experiences for students. The results will help improve program interventions, ensuring that students receive targeted academic support that enhances their literacy and numeracy skills. Ultimately, this can lead to increased confidence, engagement, and academic success.

#### **For Future Researchers**

This study will serve as a reference for future research on learning intervention programs, particularly in the Philippine education context. Researchers can build upon this study's findings to explore long-term impacts, alternative instructional methods, and program scalability in different educational settings.

## **4. METHODOLOGY**

### **Research Design**

This study employs a quantitative descriptive-comparative research design to examine the differences in academic performance of student participants before and after attending the National Learning Camp's (NLC) Intervention Camp in the DepEd Division of Dumaguete City. This design allows for a systematic comparison of students' academic performance in English and Mathematics before and after their participation in the Intervention Camp. By focusing on struggling students, this study aims to provide empirical evidence on the effectiveness of the NLC's Intervention Camp in improving students' academic outcomes.

### **Research Environment**

The study was conducted within the DepEd Division of Dumaguete City, specifically in public secondary schools where the Intervention Camp of the National Learning Camp (NLC) was implemented. The NLC was introduced by the Department of Education (DepEd) as part of the National Learning Recovery Program (NLRP) to address learning gaps among students, particularly in English and Mathematics. The Intervention Camp targeted struggling students who needed remedial academic support, making it an ideal setting for assessing pre- and post-intervention academic performance.

### **Research Respondents and Sampling Technique**

The study focuses on students who participated in the Intervention Camp, with the inclusion criteria specifying that only students with grades below 80 in Mathematics and/or English from the previous school year were included. These students were identified as struggling learners and were eligible for the intervention. Their academic performance in Mathematics and English was then assessed using their first-quarter grades in the following school year.

A purposive sampling technique was used to select participants, ensuring that the study focused specifically on students who met the defined criteria and had participated in the Intervention Camp. This sampling method was chosen to ensure that only students who were directly impacted by the intervention were included in the study.

**Data Gathering Procedure**

The data collection process was conducted in three key phases:

**Collection of Pre-Intervention Data** – The final average grades in Mathematics and English from the previous school year were gathered to establish students’ baseline academic performance before attending the Intervention Camp.

**Collection of Post-Intervention Data** – After students completed the Intervention Camp, their first-quarter grades in Mathematics and English in the following school year were collected. This allowed for a direct comparison of academic performance before and after participation in the intervention.

**Data Validation and Organization** – The collected data were reviewed and organized, ensuring that only students who met the selection criteria were included in the final analysis.

**Data Analysis**

The study employed descriptive and comparative statistical methods to analyze the collected data. The mean and standard deviation were used to describe students' academic performance before and after the Intervention Camp, providing a quantitative summary of changes in their grades. To determine the difference in academic performance before and after the intervention.

**Ethical Considerations**

**5. RESULTS AND DISCUSSION**

**Table 1 Academic Performance in English of StudentParticipants, categorized by year level, before attending the National Learning (Intervention) Camp in DepEd Dumaguete City Division**

General Average	Grade 7		Grade 8		Grade 9		Grade 10	
	f	%	f	%	f	%	f	%
79	2	11.1	7	15.2	3	15.0	1	7.1
78	2	11.1	6	13.0	0	0.0	1	7.1
77	3	16.7	7	15.2	5	25.0	5	35.7
76	2	11.1	6	13.0	1	5.0	3	21.4
75	8	44.4	13	28.3	4	20.0	4	28.6
73	0	0	5	10.9	3	15.0	0	0
72	0	0	1	2.2	0	0	0	0
71	1	5.6	1	2.2	1	5.0	0	0
70	0	0	0	0	3	15.0	0	0
Total	18	100	46	100	20	100	14	100

Legend:

DESCRIPTOR	GRADING SCALE
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

\*Department of Education

The study adhered to strict ethical research standards, ensuring the confidentiality and anonymity of student participants. The academic records used for data analysis were obtained with proper authorization from school administrators, and no personally identifiable information was disclosed. The study was conducted with the approval of the DepEd Division of Dumaguete City, following ethical guidelines for educational research.

Table 1 presents the academic performance in English of student participants, categorized by year level, before attending the National Learning Camp's (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The data indicate that across Grade 7, Grade 8, Grade 9, and Grade 10, most students fell within the "Fairly Satisfactory" category (75-79), with a few scoring below 75, categorized as "Did Not Meet Expectations."

Among Grade 7 students, the highest proportion (44.4%) had a general average of 75, which is the lowest passing grade in the Fairly Satisfactory category. Similarly, 28.3% of Grade 8 students, 20% of Grade 9 students, and 28.6% of Grade 10 students also scored 75. These results suggest that a considerable number of students across all year levels were performing at the threshold of passing before attending the intervention.

While higher scores in the Fairly Satisfactory range (77-79) were observed in all grade levels, their distribution varied. Grade 10 had the highest proportion (35.7%) of students scoring 77, while Grade 9 had the highest proportion (25%) of students scoring the same. Additionally, 15.2% of Grade 8 students and 16.7% of Grade 7 students scored 77, indicating a slightly better performance within the Fairly Satisfactory range among students in the higher grades.

Students who "Did Not Meet Expectations" (below 75) were more prevalent in Grade 9 (35%) and Grade 8 (15.3%) compared to Grade 7 (5.6%) and Grade 10 (0%). Specifically, 15% of Grade 9 students scored as low as 70, and another 15% scored 73, suggesting that a significant portion of students in this grade level required remediation in English. Grade 8 had one student (2.2%) scoring 72 and another 10.9% scoring 73, indicating a small but notable proportion of students struggling with English proficiency.

These findings align with studies on student performance in national assessments. Branzuela et al. [15], in their analysis of National Achievement Test (NAT) results, found that Filipino students struggle with English proficiency, particularly in reading comprehension and grammar. Similarly, Kalaing[16] examined the correlation between academic grades and NAT English results and highlighted that students scoring at the lower threshold (75-79) often exhibit difficulties in understanding complex texts and expressing ideas in written form.

Moreover, the higher number of students below 75 in Grades 8 and 9 raises concerns about progressive learning difficulties in English as students move to higher grade levels. According to Wiberg [17], students with consistent low academic performance in language subjects tend to face increased challenges in critical thinking, writing, and comprehension tasks. This suggests that the students who did not meet expectations before attending the NLC's Intervention Camp were at a greater risk of further academic struggles.

**Table 2 Academic Performance in Mathematics of Student Participants, categorized by year level, before attending the National Learning (Intervention) Camp in DepEd Dumaguete City Division**

General Average	Grade 7		Grade 8		Grade 9		Grade 10	
	f	%	f	%	f	%	f	%
79	2	8.0	7	15.6	3	18.8	3	17.6
78	5	20.0	2	4.4	1	6.3	5	29.4
77	7	28.00	5	11.1	1	6.3	3	17.6
76	4	16.0	8	17.8	0	0.0	3	17.6
75	7	28.0	22	48.9	7	43.8	3	17.6
74	0	0.0	1	2.2	0	0.0	0	0.0
73	0	0.0	0	0.0	2	12.5	0	0.0
72	0	0.0	0	0.0	2	12.5	0	0.0
<b>Total</b>	<b>25</b>	<b>100</b>	<b>45</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>17</b>	<b>100</b>

Legend:

DESCRIPTOR	GRADING SCALE
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

\*Department of Education

Table 2 presents the academic performance in Mathematics of student participants, categorized by year level, before attending the National Learning Camp's (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The data indicate that the majority of students in Grade 7, Grade 8, Grade 9, and Grade 10 had grades within the "Fairly Satisfactory" range (75-79), with a considerable portion of students scoring at the lower threshold of this category.

Among Grade 7 students, 28% had a general average of 75, while another 28% scored 77. Similarly, 48.9% of Grade 8 students, 43.8% of Grade 9 students, and 17.6% of Grade 10 students had a general average of 75. This distribution suggests that a significant proportion of students across all grade levels were performing at the minimum passing level, indicating difficulties in mastering core mathematical concepts.

Although most students were within the Fairly Satisfactory category, a few students scored below 75, classified as "Did Not Meet Expectations." Notably, Grade 9 had the highest percentage (25%) of students below 75, with two students scoring 73 and another two scoring 72. In contrast, only one student from Grade 8 scored 74, and no students in Grade 7 or Grade 10 had scores below 75. This suggests that mathematics difficulties are more pronounced in Grade 9, where a higher percentage of students struggled to meet the passing standard.

**Table 3 First Quarter Academic Performance in English of Student Participants, Categorized by Year Level, after attending the National Learning (Intervention) Camp in DepEd Dumaguete City Division**

General Average	Grade 7		Grade 8		Grade 9		Grade 10	
	f	%	f	%	f	%	f	%
86	0	0.0	1	2.2	0	0.0	1	7.1
83	0	0.0	0	0.0	0	0.0	1	7.1
82	1	5.3	2	4.3	0	0.0	1	7.1
81	1	5.3	2	4.3	0	0.0	2	14.3
80	2	10.5	2	4.3	4	20.0	0	0.0
79	0	0.0	5	10.9	3	15.0	1	7.1
78	2	10.5	7	15.2	0	0.0	0	0.0
77	2	10.5	3	6.5	0	0.0	1	7.1
76	4	21.1	11	23.9	3	15.0	0	0.0
75	3	15.8	10	21.7	3	15.0	6	42.9
74	0	0.0	0	0.0	0	0.0	0	0.0
73	4	21.1	1	2.2	4	20.0	0	0.0
72	0	0	1	2.2	3	15.0	0	0.0
71	0	0	0	0	1	5.0	1	7.1
70	0	0	1	2.2	2	10.0	0	0.0
<b>Total</b>	<b>19</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>14</b>	<b>100</b>

Legend:

DESCRIPTOR	GRADING SCALE
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

\*Department of Education

Table 3 presents the first-quarter academic performance in English of student participants, categorized by year level, after attending the National Learning Camp's (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The data indicate that students' grades were distributed across multiple performance categories, with the majority falling within the Fairly Satisfactory (75-79) and Satisfactory (80-84) ranges. A small proportion of students achieved Very Satisfactory (85-89) scores, while a few students remained in the Did Not Meet Expectations (below 75) category.

Among Grade 7 students, most scores were concentrated in the Fairly Satisfactory range, with 21.1% scoring 76, another 21.1% scoring 73, and 15.8% scoring 75. A small percentage (10.5%) achieved 78 and 77, while only 5.3% scored within the Satisfactory range (82 and 81). Notably, no students

reached the Very Satisfactory category (85-89) in this grade level.

In Grade 8, the largest proportion (23.9%) of students scored 76, while 21.7% scored 75. A considerable number of students also fell within the Fairly Satisfactory range (77-79), with 15.2% scoring 78 and 10.9% scoring 79. Only a small percentage reached the Satisfactory category, with 4.3% scoring 82 and another 4.3% scoring 81. One student (2.2%) scored within the Very Satisfactory category (86), representing the highest grade achieved in this year level.

For Grade 9 students, scores were more varied, with 20% scoring 80 in the Satisfactory category, while the same percentage scored 73 in the Did Not Meet Expectations category. Three students (15% each) scored 79, 76, and 75, indicating a concentration in the Fairly Satisfactory range. Notably, three students (15%) remained in the Did Not Meet Expectations category (72-71), and two students (10%) scored as low as 70.

Among Grade 10 students, the majority (42.9%) scored 75, placing them in the Fairly Satisfactory range. A significant number of students also achieved higher performance, with 14.3% scoring 81, 7.1% scoring 83, and another 7.1% scoring 86, placing them in the Satisfactory and Very Satisfactory ranges. Notably, only one student (7.1%) scored below 75, placing them in the Did Not Meet Expectations category.

The distribution of first-quarter grades across grade levels suggests that many students continued to perform within the Fairly Satisfactory range, with a few students achieving higher scores in the Satisfactory and Very Satisfactory categories. The presence of students still scoring below 75 in Grade 9 (20%) and Grade 10 (7.1%) highlights the continuing academic challenges faced by some learners in English proficiency.

In Grade 7 and Grade 8, the high percentage of students scoring 75-76 suggests that while students may have met the minimum requirements for passing, further support in reading comprehension, grammar, and writing skills may still be necessary. This is consistent with research by Branzuela et al. [15], which noted that students in public schools often struggle with English proficiency in standardized assessments such as the NAT, particularly in the areas of reading comprehension and written communication.

The Grade 9 and Grade 10 distributions indicate that while some students achieved Satisfactory and Very Satisfactory grades, a portion of students remained below proficiency levels. Kalaing[16] examined the relationship between NAT results and English performance and highlighted that students in higher grade levels tend to have more difficulty meeting proficiency standards as the complexity of academic texts and writing expectations increases.

Additionally, studies such as Palmerio and Caponera [18] suggest that students who score in the lower passing range may continue to struggle with critical thinking and literacy-related tasks, particularly as they transition into higher levels of education. The presence of students still scoring below 75 in Grade 9 and Grade 10 suggests a potential need for continued academic interventions and literacy support programs to help struggling learners achieve greater language proficiency.

**Table 4 First Quarter Academic Performance in Mathematics of Student Participants, Categorized by Year Level, after attending the National Learning(Intervention) Camp in DepEd Dumaguete City Division**

General Average	Grade 7		Grade 8		Grade 9		Grade 10	
	f	%	f	%	f	%	f	%
93	0	0.0	0.0	0.0	0	0.0	1	5.9
89	0	0.0	1	2.2	0	0.0	0	0.0
88	0	0.0	2	4.4	0	0.0	0	0.0
85	0	0.0	1	2.2	0	0.0	2	11.8
84	0	0.0	0	0.0	0	0.0	1	5.9
83	1	4.0	0	0.0	0	0.0	3	17.6
82	0	0.0	1	2.2	0	0.0	2	11.8
81	0	0.0	0	0.0	0	0.0	2	11.8
80	2	8.0	3	6.7	0	0.0	2	11.8
79	2	8.0	4	8.9	0	0.0	0	0.0
78	3	12.0	4	8.9	0	0.0	1	5.9
77	3	12.0	1	2.2	2	12.5	2	11.8
76	0	0.0	6	13.3	2	12.5	1	5.9
75	10	40.0	19	42.2	3	18.8	0	0.0
73	1	4.0	0	0.0	0	0.0	0	0.0
72	0	0.0	1	2.2	6	37.5	0	0.0
71	0	0.0	0	0.0	2	12.5	0	0.0
70	0	0.0	2	4.4	1	6.3	0	0.0
Total	25	100	45	100	16	100	17	100

Legend:

DESCRIPTOR	GRADING SCALE
Outstanding	90-100
Very Satisfactory	85-89
Satisfactory	80-84
Fairly Satisfactory	75-79
Did Not Meet Expectations	Below 75

\*Department of Education

Table 4 presents the first-quarter academic performance in Mathematics of student participants, categorized by year level, after attending the National Learning Camp's (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The data show that the majority of students across Grade 7, Grade 8, Grade 9, and Grade 10 remained within the Fairly Satisfactory (75-79) range, while some students achieved higher grades in the Satisfactory (80-84) and Very Satisfactory (85-89) categories. A small portion of students, particularly in Grade 9, remained in the Did Not Meet Expectations (below 75) category.

Among Grade 7 students, the highest percentage (40.0%) scored 75, which is at the lower threshold of the Fairly Satisfactory range. A notable percentage also scored 77 (12.0%) and 78 (12.0%), while 8.0% scored 79 and another 8.0% scored 80, indicating that a small portion of students reached the Satisfactory range. Additionally, one student (4.0%) scored as low as 73, placing them in the Did Not Meet Expectations category.

In Grade 8, a significant percentage (42.2%) of students also scored 75, showing a similar concentration at the minimum passing level. A considerable number of students scored 76 (13.3%), while 8.9% scored 78 and 79, placing them in the Fairly Satisfactory range. A few students managed to score within the Very Satisfactory range (85-89), with 2.2% scoring 85, 4.4% scoring 88, and another 2.2% scoring 89. However, some students remained in the Did Not Meet Expectations category, with 4.4% scoring 70 and 2.2% scoring 72.

For Grade 9 students, 18.8% scored 75, while a significant percentage (37.5%) scored below 75, with the lowest grade being 70 (6.3%). In contrast to other grade levels, Grade 9 had the highest percentage of students in the Did Not Meet Expectations category, suggesting that some students continued to struggle with Mathematics despite progressing to the next school year. However, a small percentage of students (12.5% each) scored 77 and 76, indicating that some were near the Satisfactory range but had not yet reached proficiency.

Among Grade 10 students, performance was more evenly distributed. While 11.8% scored 85, 83, 82, and 81, and another 5.9% scored 84, a significant portion of students (17.6%) scored 77 and 80, placing them in the Fairly Satisfactory and Satisfactory ranges. Notably, one student (5.9%) scored 93, placing them in the Outstanding category, which was not observed in other grade levels. Additionally, no students in Grade 10 fell into the Did Not Meet Expectations category, suggesting that Mathematics performance at this level showed a more balanced distribution across different proficiency levels.

The data indicate that the majority of students across all grade levels scored within the Fairly Satisfactory range (75-79), suggesting that while they met the minimum passing criteria, many still exhibited challenges in achieving higher proficiency in Mathematics. Studies on national assessments indicate that students in the Fairly Satisfactory range often struggle with problem-solving and applied mathematical reasoning [20].

The high proportion of Grade 9 students scoring below 75 (37.5%) raises concerns about learning difficulties in more advanced Mathematics topics. Research by Callaman and Itaas[19] found that as students progress through higher grade levels, they tend to face greater challenges in abstract mathematical reasoning, which could explain why Grade 9 students had a higher concentration in the lower grading category.

In contrast, Grade 10 performance was more evenly distributed, with several students scoring in the Satisfactory (80-84) and Very Satisfactory (85-89) ranges, and one student achieving Outstanding (93). This suggests that some Grade 10 students have developed stronger mathematical competencies, as highlighted by Dimou [10] in a systematic

review of secondary Mathematics achievement, where students in higher grade levels often perform better when exposed to structured and rigorous learning approaches.

General Average In English Before Intervention and 1st Quarter Grade in English After the Intervention

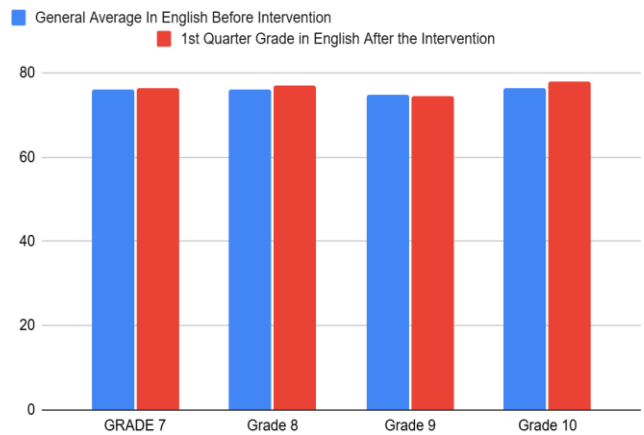


Figure 1 Difference between the Academic Performance in English of Student Participants before and After Attending the National Learning Camp, Categorized by Year Level, in DepEd Dumaguete City Division

Legend:

Levels of Proficiency	MPS	Descriptions
Highly Proficient	90-100	At this level, the students are highly capable of solving problems, managing and communicating accurate information, and analyzing and evaluating data to create/formulate ideas.
Proficient	75-89	At this level, students are skilled in solving problems, managing and communicating information, and analyzing and evaluating data to create/formulate ideas.
Nearly Proficient	50 - 74	At this level, students met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.
Low Proficient	25-49	At this level, students can identify strategies in solving problems, differentiate and organize information.
Not Proficient	0-24	At this level, students can solve simple problems, classify and identify the source of information.

The academic performance of students in English before and after attending the National Learning Camp showed varying trends across different grade levels. The data reveal that Grades 7, 8, and 10 exhibited slight improvements in their

General Average In Mathematics Before Intervention and 1st Quarter Grade in Mathematics After the Intervention

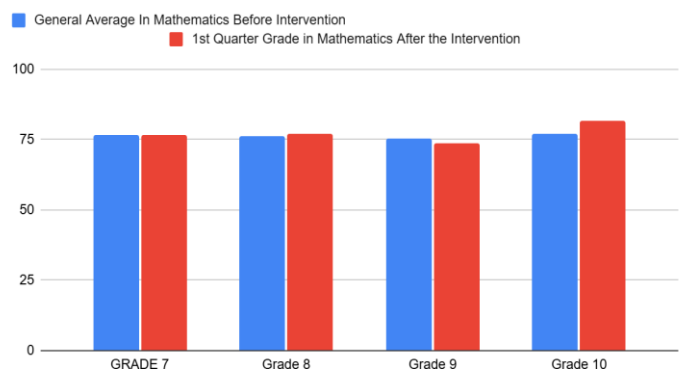


Figure 2 Differences between the Academic Performance in Mathematics of Student Participants before and After Attending the National Learning Camp, Categorized by Year Level, in DepEd Dumaguete City Division

Levels of Proficiency	MPS	Descriptions
Highly Proficient	90-100	At this level, the students are highly capable of solving problems, managing and communicating accurate information, and analyzing and evaluating data to create/formulate ideas.
Proficient	75-89	At this level, students are skilled in solving problems, managing and communicating information, and analyzing and evaluating data to create/formulate ideas.
Nearly Proficient	50 - 74	At this level, students met the minimum level of skills in solving problems, managing and communicating information, and analyzing and evaluating data to comprehend ideas.
Low Proficient	25-49	At this level, students can identify strategies in solving problems, differentiate and organize information.
Not Proficient	0-24	At this level, students can solve simple problems, classify and identify the source of information.

English grades, while Grade 9 showed a minor decline.

For Grade 7, there was a small increase in the general average after the intervention, suggesting that students in this level may have benefited from reinforcement of fundamental English skills. Similarly, Grade 8 students demonstrated a slight improvement, which may indicate a developing grasp of literacy skills that were further supported by additional academic engagement. Grade 10 showed the highest increase in performance, suggesting that students at this level might have had better capacity to apply learning strategies and adapt to instructional support in English.

However, Grade 9 students exhibited a slight decrease in their general average, indicating that some students continued to struggle with English proficiency despite participating in the intervention. This could be due to increasingly complex language requirements in higher grade levels, which align with previous studies highlighting that students tend to face more challenges in English comprehension and writing as they progress in school [16].

The increase in English grades for most grade levels suggests that students may have benefited from structured academic reinforcement, aligning with research that emphasizes the role of additional literacy-focused learning activities in improving student comprehension and written communication [15]. The gradual increase in English grades, particularly in Grades 7, 8, and 10, indicates that consistent exposure to guided instruction and language practice may contribute to improved academic outcomes [18].

The slight decline in Grade 9 performance highlights the need for more targeted literacy interventions at this level. Wiberg [17] noted that students in upper secondary levels often face more advanced literacy expectations, making it essential for instructional programs to address specific reading comprehension and written expression difficulties. This suggests that while interventions may be effective in reinforcing foundational skills, additional measures may be needed to support students transitioning to more complex literacy tasks.

Legend:

The academic performance of students in Mathematics before and after attending the National Learning Camp reveals varying trends across different grade levels. The data show that Grades 7, 8, and 10 demonstrated improvements in their Mathematics grades, while Grade 9 exhibited a decrease.

For Grade 7, there was a minimal increase in the general average, indicating that students in this level maintained their performance with slight improvement. Similarly, Grade 8 students showed a slight increase in their Mathematics scores, suggesting a moderate gain in comprehension and numerical proficiency. The most notable improvement was observed in

Grade 10, where students exhibited a significant increase in their general average, indicating a stronger grasp of mathematical concepts at this level.

Conversely, Grade 9 students experienced a decline in their Mathematics grades, suggesting that some students continued to struggle with the subject despite intervention efforts. This drop could be attributed to increasing complexity in mathematical concepts, aligning with studies indicating that students in secondary education often face challenges in abstract reasoning and problem-solving in Mathematics [19].

The increase in Mathematics grades for most grade levels suggests that structured academic support may have reinforced fundamental mathematical skills, consistent with research emphasizing the importance of continuous practice and reinforcement in developing numerical proficiency [20]. The notable improvement in Grade 10 aligns with findings from Dimou [10], which highlight that students in higher grade levels tend to benefit from structured and rigorous Mathematics instruction, improving their conceptual understanding and application skills.

The decline in Grade 9 Mathematics performance highlights the need for more targeted interventions at this level. Studies suggest that students who struggle with foundational concepts in earlier years often encounter greater difficulties when faced with more advanced mathematical topics, which may explain the drop in scores [15]. This suggests that additional support mechanisms, such as differentiated instruction and problem-solving workshops, may be necessary to address persistent learning gaps.

## 6. CONCLUSION

The findings of this study provide valuable insights into the academic performance of students in English and Mathematics before and after attending the National Learning Camp (NLC) Intervention Camp in the DepEd Division of Dumaguete City. The analysis of student grades across different grade levels reveals notable trends in learning outcomes, highlighting both positive gains and areas requiring further intervention.

In English, students in Grades 7, 8, and 10 showed modest improvements in their first-quarter grades after participating in the NLC, suggesting that the intervention may have reinforced their literacy skills and comprehension abilities. However, Grade 9 students exhibited a slight decline in their English performance, indicating potential challenges in higher-order literacy skills such as critical reading, writing, and analysis. These findings suggest that while language interventions may be effective in strengthening foundational skills, additional tailored support may be necessary to address the increasing complexity of English subjects in higher grade levels.

A similar trend was observed in Mathematics, where Grades 7, 8, and 10 demonstrated improvements in their first-quarter grades after the intervention, with Grade 10 showing the most significant increase. This suggests that reinforcement of numerical skills and structured practice may have contributed to enhanced mathematical competency among students in these grade levels. However, Grade 9 students experienced a decline in their Mathematics performance, highlighting the need for further academic support in abstract reasoning, problem-solving, and higher-order mathematical concepts.



This decline may be attributed to greater difficulties in transitioning to more complex mathematical topics, reinforcing the importance of targeted interventions for struggling learners at this stage.

Overall, the results suggest that participation in the NLC Intervention Camp had a generally positive effect on student performance in English and Mathematics, particularly in lower and higher grade levels. However, the persistent challenges faced by Grade 9 students in both subjects indicate a need for more specialized instructional approaches to support their learning needs. Future studies should focus on identifying specific areas of difficulty for Grade 9 students and implementing differentiated teaching strategies to enhance their academic progress. Additionally, continuous monitoring of student performance throughout the academic year will be essential in assessing the long-term effectiveness of intervention programs and ensuring sustained learning improvements.

By understanding the impact of structured academic interventions like the NLC, educators and policymakers can refine instructional strategies to better support struggling learners, ultimately contributing to more effective learning recovery efforts in public schools.

## 7. RECOMMENDATIONS

Based on the findings of this study, several recommendations are proposed to enhance student academic performance in English and Mathematics after attending the National Learning Camp (NLC) Intervention Camp in the DepEd Division of Dumaguete City.

To address the decline in Grade 9 performance, targeted intervention strategies should be developed, focusing on higher-order literacy and problem-solving skills. Subject-specific remediation programs should be implemented to strengthen students' abilities in reading comprehension, analytical writing, mathematical reasoning, and abstract problem-solving. Diagnostic assessments should be conducted before and after intervention programs to identify learning gaps and adjust instructional methods accordingly.

Enhancing instructional approaches in both Mathematics and English is also essential. Differentiated instruction should be incorporated to cater to students' individual learning needs, ensuring that lessons are more accessible to struggling learners. Additionally, peer tutoring and mentorship programs should be strengthened, allowing high-performing students to assist those facing difficulties. Technology-assisted learning tools, such as educational applications and digital platforms, should also be integrated to make learning more engaging and interactive.

Continuous academic monitoring and assessment should be implemented to track student progress and identify areas requiring further reinforcement. A longitudinal tracking system can help monitor students' performance beyond the intervention period, while regular formative assessments will provide real-time feedback on student comprehension. Teacher-student feedback sessions should also be conducted to understand learning difficulties and adjust instructional strategies as needed.

Strengthening teacher training and capacity building is crucial in ensuring the effectiveness of learning interventions.

Professional development programs should be provided for teachers handling intervention programs, focusing on innovative teaching strategies for struggling learners. Collaborative learning approaches should be encouraged, allowing teachers to share best practices in remediation and intervention methods. Additionally, mentoring and coaching sessions should be offered to help educators develop more effective methodologies in enhancing student learning outcomes.

Student engagement should also be prioritized through interactive learning activities. Organizing literacy and numeracy workshops that incorporate gamified learning approaches can help make English and Mathematics more enjoyable for students. Schools should encourage participation in academic clubs, reading programs, and math challenges to further cultivate student interest and motivation. Project-based learning should also be introduced, allowing students to apply real-world problem-solving skills to deepen their understanding of English and Mathematics concepts.

To expand support mechanisms for learning recovery, students who fall within the Fairly Satisfactory and Did Not Meet Expectations categories should be provided with additional learning resources and reinforcement activities. Parental involvement should also be strengthened through orientation sessions, guiding families on how to support their children's academic progress at home. Schools should seek collaborations with local government units (LGUs), non-government organizations (NGOs), and private sectors to provide educational assistance, supplementary materials, and financial support for learning recovery programs.

Finally, further research should be conducted to explore the specific challenges faced by Grade 9 students in English and Mathematics, allowing for the development of more tailored intervention programs. Future studies should also examine the long-term effects of the NLC on student academic performance beyond the first quarter to assess its overall impact on learning recovery. Additionally, comparative studies on different intervention models should be conducted to determine the most effective strategies for improving academic achievement in public schools.

By implementing these recommendations, educators, school administrators, and policymakers can further enhance the effectiveness of learning interventions, ensuring that students receive the necessary academic support to improve their performance in English and Mathematics.

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