



(RESEARCH ARTICLE)



Understanding the impact of national learning camps: Teacher volunteers experiences, teaching methods, challenges, and student learning outcomes

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Abstract

This study presents a comprehensive analysis of thematic data from the National Learning Camp, aiming to discern pivotal aspects related to teacher volunteers' experiences, the effectiveness of teaching methodologies employed, challenges encountered, and the consequent effect on student academic achievement. Thirty-seven (37) teacher volunteers participated in the said camp, one hundred seventy-two (172) learner participants joined, and thirty (30) were respondents. This study uses five thematic analyses; distinct camp dimensions were explored and evaluated.

It delved into the experiences of teacher volunteers, revealing an overall positive sentiment but also highlighted dissatisfaction concerning the learning environment and aspects of content delivery. That focused on the efficacy of collaborative teaching methods, showcasing positive impacts on various student learning domains. However, discrepancies emerged in perceptions about the extent of improvement, suggesting areas for further development in future iterations. Centered on learning engagement, highlighting the effectiveness of specific teaching methodologies, such as group discussions and hands-on exercises, while acknowledging the need for refinement and diversification of approaches to enhance participant satisfaction. They outlined the spectrum of challenges faced during the camp, encompassing logistical issues, collaboration difficulties, and concerns about content relevance. Varying perceptions among participants reflected diverse experiences. This demonstrated the National Learning Camp's predominantly positive influence on students' learning outcomes, although divergent views emerged regarding the extent of improvement, especially in critical thinking skills.

In conclusion, while the National Learning Camp exhibited numerous positive impacts and experiences, it also revealed dissatisfaction, diverse perceptions, and challenges educators and students face. Addressing these concerns and refining educational approaches will be pivotal in enhancing the overall positive impact and effectiveness of similar educational programs for all involved participants.

Keywords: Effectiveness; Collaborative; Learning engagement; Motivation; Perceptions

1. Introduction

The study endeavors to comprehend and analyze the profound experiences of teacher volunteers and learner participants within a National Learning Camp (NLC) held at General Emilio Aguinaldo National High School. This thematic inquiry delves into the impact and effectiveness of this educational initiative, aiming to unearth the intricacies and insights from the perspectives of those involved.

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Situated in Imus City, this research delves into the comprehensive context of a National Learning Camp where dedicated Imus City teacher volunteers collaborate to facilitate an enriching educational experience for diverse students. The study aims to ascertain the advantages and confront the challenges inherent in this distinctive educational program, shedding light on educators' and learners' perspectives and encounters. The investigation unfolds within the Imus City National Learning Camp, an exemplar of similar nationwide educational endeavors. This camp serves as a platform where experienced and passionate teacher volunteers contribute their time and expertise to bolster the educational journey of community learners. It assesses the efficacy of these teacher volunteers, who play a pivotal role in shaping the learning experiences of participant learners, thereby offering valuable insights into the significance of dedicated educators in fostering educational activities.

Moreover, the Schools Division of Imus City provides a three-day capacity-building training for teacher volunteers, ensuring their preparedness for the National Learning Camp. Participant learners hail from diverse socio-economic backgrounds and often encounter various educational challenges in traditional school settings. The NLC aims to augment their skills and learning acquisitions, catalyzing their academic voyage.

Fostering an environment that embraces and supports everyone in their learning journey is essential to the camp's design. Employing interactive teaching methodologies, experiential learning activities, and personalized attention, the center aims to elevate students' academic performance, motivation, and overall educational experiences, culminating in their holistic growth and success.

1.1. Rationale

This research stems from the critical need to evaluate the effectiveness and impact of National Learning Camps in Imus City, Province of Cavite. Despite their rising popularity as a means to address educational disparities, empirical evidence concerning their actual benefits and challenges still needs to be provided. Understanding the perspectives of teacher volunteers and learner participants is pivotal in identifying strengths, weaknesses, and potential areas for improvement within the program.

The outcomes discovered in this study carry substantial implications for strategizing and executing educational actions. The results will provide concrete evidence regarding the impact of National Learning Camps on learners and teachers, facilitating program refinement, inclusive strategies, teacher training and support, and resource allocation. This research, grounded in empirical evidence, can significantly inform policymakers about the impact and value of National Learning Camps in the educational landscape.

Research Objectives

The primary objectives of this research are as follows:

- Investigate the motivations, expectations, and overall experiences of teacher volunteers participating in the National Learning Camp (NLC).
- Examine the impact of the NLC on professional development, teaching methodologies, and collaborative learning approaches among teacher volunteers.
- To analyze the interactive dynamics between teacher volunteers and learner participants within the National Learning Camp, delineating the impact of this interaction on educational experiences and identifying key elements contributing to a conducive learning environment through qualitative thematic inquiry.
- Identify specific activities, workshops, or aspects of the NLC that significantly contribute to student participants' learning and personal growth.
- Investigate the role of collaborative learning environments in promoting educational development and enhancing teaching-learning experiences.

2. Literature Review

The educational landscape in the Philippines is now in a recovery program after the pandemic, which caused learning gaps. In line with this, Vice President Sarah D. Carpio, the secretary of the Department of Education, proposed the learning recovery program in line with the goals of DepEd MATATAG, Bansang Makabata Batang Makabansa, which is The National Learning Camp or Intervention Camp. Learning Camps have three stages. These enhancement camps provide learners with greater depth, breadth, and complexity in the learning areas. Consolidation Camp provides further

practice and application on the previously taken competencies according to DepED Order No. 014, s. 2023. It covers the guidelines for implementing the National Learning Camp and the rules for teacher volunteers and learners.

National Learning Camp sustaining learners' progress provides an opportunity to rethink approaches to quality improvement for education sectors based on the recent study of C. Augustine, J. McCombs, and Garret Baker 2021. Learning camps increase the motivation of teachers and learners to learn with fewer problems and activities for students. It strengthens the practices to implement learning-centered education; learners' cognitive approaches are sincerely given an emphasis, such as problem-based learning, project-based learning, and place-based learning as teaching delivery strategies to enhance learners' skills such as problem-solving, creativity, communication, collaboration, time-management, responsibility, and self-direction, Petra Ivánková 2022. 21st-century skills is a knowledge-based society that prepares learners to succeed in academics. It refers to academically prepared learners in reading, writing, mathematics, and knowledge in life skills, Calt Walton and Jim Sibthorp ,(2020). Summer learning camp has an impact on learning mathematics. It positively impacts summer programs to improve student mathematics learning; it discusses policymakers' considerations for designing effective learning camps strategy. It provides learners with a trajectory to cover up academic attainment and achievement in the long run based on the research studies of Lynch, K., An, L., & Mancenido, Z. (2021). However, this proposed research aims to address the specific context of the national learning camp in Imus City; it will contribute to filling the knowledge and gaps regarding the center's effectiveness in promoting educational equity and the experiences of teacher volunteers and learner participants with this program. It will provide relevant insights into the local context, informing future improvements and decision-making for similar initiatives in Imus City.

2.1. Research Questions

The investigation will seek answers to the subsequent inquiries:

- What specific elements of the learning environment and content delivery during the National Learning Camp contributed to dissatisfaction among educators and students, and how can these elements be improved for future educational programs?
- How did the collaborative teaching methods employed at the camp impact students' critical thinking, communication, and teamwork skills, and what strategies can enhance the effectiveness of these methods in future learning events?
- What were the primary reasons behind logistical challenges, collaboration difficulties, and concerns about content relevance faced during the National Learning Camp, and how can these challenges be addressed in subsequent educational programs?
- How did the National Learning Camp impact various dimensions of students' learning outcomes, and what targeted interventions can be implemented to strengthen critical thinking skill development, considering the divergent views reported by participants?
- What are the most effective approaches to address diverse perceptions and dissatisfaction among educators and students, and how can these strategies be integrated into the planning and execution of future educational programs to ensure a universally positive and impactful learning experience?

2.2. Scope of the Study

The scope of this qualitative narrative and thematic inquiry encompasses a detailed exploration of the experiences, motivations, challenges, and perceptions of teacher volunteers and learner participants engaged in the National Learning Camp at General Emilio Aguinaldo National High School. The study aims to understand comprehensively the intricate dynamics, interactions, and contextual factors shaping their involvement within the camp's educational framework.

This study focuses on collecting rich qualitative data through interviews, observations, and thematic analysis to unearth nuanced insights into the multifaceted experiences of participants. It will explore the diverse perspectives, motivations, and challenges teacher volunteers and learner participants face, aiming to portray their experiences within the camp holistically.

2.3. Limitation of the Study

Despite its comprehensive nature, this study is confined by several limitations:

- *Contextual Constraints:* The findings and insights drawn from this study may be specific to the context of General Emilio Aguinaldo National High School and might only be partially transferable to other educational settings or National Learning Camps.
- *Sample Size and Representation:* The study's scope may be limited by the size and representation of the sample population, potentially impacting the generalizability of findings. It might not encompass all possible variations in experiences among teacher volunteers and learner participants.
- *Subjectivity of Qualitative Inquiry:* The qualitative nature of this study relies on subjective interpretations of experiences, perceptions, and motivations, which might introduce bias or limitations in the analysis.
- *Time Constraints:* The study's timeframe may restrict the depth of data collection and analysis, potentially limiting the scope of insights gathered from participants' experiences within the National Learning Camp. These limitations are crucial considerations that may impact the extent and applicability of the study's findings, highlighting areas where caution in interpretation and generalization is necessary.

2.4. Significance of the Study

This study investigating the experiences of teacher volunteers and learner participants in the National Learning Camp at General Emilio Aguinaldo National High School holds immense significance in multiple domains of educational practice and policy. By delving deeply into the intricate experiences, motivations, and challenges faced by both teachers and students within this specific educational context, the research offers invaluable insights into the dynamics shaping the learning environment. Through its qualitative narrative and thematic inquiry, this study aims to inform the refinement of teaching methodologies, thereby enhancing the overall quality of the learning atmosphere. Understanding the motivations driving teacher volunteers provides a basis for recognizing their dedication. It serves as a stepping stone for designing tailored training programs and support mechanisms, ultimately positively impacting student learning outcomes.

Moreover, the findings of this study carry substantial weight in guiding policy decisions and educational reforms. Policymakers and academic administrators can draw from this empirical evidence to allocate resources effectively, develop programs, and make informed decisions concerning volunteer-based educational initiatives. The study's focus on inclusivity and equity aligns with its endeavor to identify elements contributing to a supportive learning environment, catering to the diverse needs of learners from various socio-economic backgrounds. It provides a platform to refine the National Learning Camp, offering strategies for scaling its impact while maintaining effectiveness. This research also serves as a valuable resource for educators, policymakers, and stakeholders, offering actionable insights to enhance teaching practices, curriculum development, and volunteer engagement strategies. This study enriches the academic discourse on volunteer-based educational programs by contributing nuanced perspectives to the existing body of knowledge, fostering further research and discussions in this critical field. Ultimately, its significance lies in its potential to drive positive changes in educational practices, teacher training, equity promotion, and policy formulation and contribute meaningfully to the broader academic understanding of educational interventions and volunteerism.

3. Materials and Method

This research will utilize a qualitative methodology and thematic inquiry to explore experiences, perceptions, motivations, and challenges teacher volunteers and learner participants face within the learning camp. Among 34 teacher volunteers, 19 were respondents, and 174 were learner participants, with 30 being respondents. Their shared experiences were coded using MAXQDA statistical software using thematic analysis, providing categories and subcategories.

3.1. Research Design

Qualitative Data is utilized to conduct in-depth interviews with a subset of teacher volunteers to explore their experiences and perceptions. Focus group discussions will be organized with learner participants to understand their experiences, perceived benefits, and suggestions for improvement.

3.2. Statistical Treatment

3.2.1. Thematic Statistical Analysis

An approach that combines qualitative thematic analysis with quantitative statistical analysis to gain a comprehensive understanding of the data set. This research uses thematic statistical analysis to measure the student's performance factors such as attendance and engagement, learning resources, study habits, academic performance, class environment motivation, interest, and parental involvement. To further understand the thematic analysis, (1) familiarization of

responses, frequency, and percentage, and (2) initial coding, the data is coded by assessing labels or codes that capture the main themes present in the responses. (3) theme development, examine the codes, and group them into a broader theme. (4) review and refine themes, review the themes to ensure they accurately capture the content and meaning of the responses, and refine or revise them as needed to reflect underlying patterns in the data. (5) For data charting, create a table or chart to summarize the data.

4. Results

The results section comprehensively explores the multifaceted experiences, motivations, challenges, and perceptions shared by teacher volunteers and learner participants within the National Learning Camp at General Emilio Aguinaldo National High School. This section synthesizes the qualitative data obtained through in-depth interviews and participant observations, providing a detailed narrative of the participants' diverse perspectives and nuanced accounts. The qualitative history and thematic analysis delve into the rich tapestry of experiences, shedding light on the underlying themes, recurrent patterns, and significant reports that emerged from the qualitative data. The results presented herein encapsulate the voices and stories of the participants, offering an in-depth understanding of their involvement, motivations, and dynamics within the National Learning Camp.

Through the thematic inquiry, this section aims to unravel the key themes that underpin the experiences of both teacher volunteers and learner participants. It illuminates the factors contributing to the effectiveness of the camp, the challenges encountered, and the aspects that significantly impact the learning environment. Moreover, the presentation of these results provides a coherent and comprehensive portrayal of the diverse experiences and perspectives shared by the participants. The results presented in this section serve as a qualitative lens into the intricate landscape of the National Learning Camp, aiming to offer a holistic understanding of the experiences of both teacher volunteers and learner participants, enriching the narrative and contributing to the broader discourse on volunteer-based educational initiatives.

4.1. Teacher Volunteer Experiences

Table 1 Teachers' Experiences at National Learning Camp

Mode of Category	<i>Strongly Agree (1)</i>	<i>Agree (2)</i>	<i>Neutral (3)</i>	<i>Disagree (4)</i>	<i>Strongly Disagree (5)</i>
Workshops relevant to teaching needs	12	5	2	0	0
Engaged in discussions and hands-on activities	13	5	1	0	0
Conducive environment for learning and professional growth	12	3	3	1	0
Guest speakers shared valuable insights	12	4	1	1	1
Inspired to implement new teaching techniques/strategies	12	5	1	1	0

4.2. Thematic Analysis

The thematic analysis demonstrates that teacher volunteers generally had positive and engaging experiences during the National Learning Camp. They found the workshops relevant, actively participated in discussions and activities, and were generally satisfied with the camp's environment and learning opportunities. However, there was minor dissatisfaction or disagreement among a few volunteers regarding specific aspects like the learning environment, guest speakers' insights, and the inspiration received for implementing new teaching techniques. These areas of disagreement could warrant further exploration or enhancements to ensure a more universally positive experience for all teacher volunteers in future events. Based on the recent study of King, Steve & McClatchey, Irene & Channer, Bianca. (2022), learning is a field where learners and professionals socially work together to improve learning opportunities for personal and professional growth. Experiential learning helps professionals and learners to explore beyond the expected outcome.

Table 2 Survey Question: How do participants' perceptions of the learning environment at the National Learning Camp correlate with their reported inspiration to implement new teaching techniques and strategies?

Teacher Volunteers' Experience during National Learning Camp		
Themes	Categories	Description
1 Positive Engagement and Satisfaction	<ul style="list-style-type: none"> Workshops Relevance Engagement in Activities Conducive Environment Guest Speakers' Insights New Teaching Techniques 	Teacher volunteers predominantly expressed positive experiences during the National Learning Camp. They found the workshops relevant to their teaching needs, actively engaged in discussions and hands-on activities and perceived the environment as conducive to learning and professional growth. Moreover, I most appreciated guest speakers' insights and felt inspired to implement new teaching techniques. These responses collectively suggest high engagement, Satisfaction, and enthusiasm among teacher volunteers.
2 Limited Dissatisfaction or Disagreement	<ul style="list-style-type: none"> Conducive Environment Guest Speakers' Insights New Teaching Techniques 	While most expressed contentment, a few disagreed regarding the conducive learning and professional growth environment. Additionally, there were a few dissenting voices regarding guest speakers' insights and the inspiration to implement new teaching techniques. This divergence indicates varying perceptions or experiences among a subset of teacher volunteers.

4.3. Fostering Collaborative Teaching Methods and Professional Growth

Table 3 Fostering Collaborative Teaching Methods and Professional Growth among Educators

Mode of Category	Extremely effective (1)	Very Effective (2)	Moderately Effective (3)	Slightly Effective (4)	Not Effective (5)
The camp enhanced students' understanding of the subject matter.	4	3	7	5	
The camp improved students' critical thinking and problem-solving skills.	4	5	5	4	1
Students' motivation and enthusiasm for learning increased due to the camp.	4	10	4	1	0
The camp helped students develop better teamwork and collaboration skills.	7	8	0	2	2
Students demonstrated improved communication skills after participating in the camp.	3	12	1	3	0

4.4. Thematic Analysis

The thematic analysis demonstrates that the National Learning Camp positively influenced students' learning outcomes, including subject matter understanding, critical thinking, motivation, teamwork, and communication. While the majority perceived the camp as effective in fostering these skills, there were mixed perceptions regarding the extent of improvement in critical thinking, communication, and teamwork. These divergences suggest potential areas for further

enhancement or emphasis in future camps to ensure consistent positive impacts across all dimensions of students' learning outcomes. According to G.M. Steyn, teacher's engagement in collaborative learning in professional communities builds empowerment. It leads to a positive learning environment where teachers can share their insights in teaching and create new designs for continuous learning opportunities to learn and re-share learning. A collaborative learning culture in one school has strong and experienced teachers committed to a high quality of teaching and learning. Gregorio, J., Heine, J., & Gebhardt, M. (2019) cited their studies that a positive effect on student achievement can be established when teachers collaborate in the discussion on student performance. Teachers and school heads can be drawn to the surrounding practices, which allow teachers and learners to develop a positive collaboration in the learning process.

Table 4 Survey Question: How do participants perceive the effectiveness of the camp in enhancing students' understanding of the subject matter, improving critical thinking and problem-solving skills, increasing motivation and enthusiasm for learning, fostering teamwork and collaboration, and developing communication skills?

Fostering Collaborative Teaching Methods and Professional Growth		
Themes	Categories	Description
1 Positive Impact on Learning Outcomes	<ul style="list-style-type: none"> Subject Matter Understanding Enhancement, Critical Thinking Improvement, Increased Motivation Teamwork Development, Communication Enhancement 	The National Learning Camp positively impacted various dimensions of students' learning outcomes. Participants perceived that the camp enhanced students' understanding of subject matter, improved critical thinking and problem-solving skills, increased motivation and enthusiasm for learning, fostered better teamwork and collaboration, and enhanced communication skills. These aspects collectively highlight the camp's effectiveness in positively influencing diverse elements of students' learning.
2 Mixed Perceptions and Varied Effectiveness Levels	<ul style="list-style-type: none"> Critical Thinking Improvement. Communication Enhancement, Teamwork Development 	There were mixed perceptions about critical thinking improvement, communication enhancement, and teamwork development. While most respondents agreed on the effectiveness, some rated it slightly practical or ineffective. This variability in opinions indicates differing views on the extent of improvement in these particular skill sets.

4.5. Collaborative Learning Environment.

Table 5 Learning Engagement

Mode of Category	Extremely effective (1)	Very effective (2)	Moderately effective (3)	Slightly effective (4)	Not effective (5)
Understanding the teaching methods and strategies utilized during the learning camp to enhance comprehension of the subject matter.	7	9	3	0	0
Group discussions and collaborative learning	6	10	3	0	0
Hands-on practical exercises	6	7	5	1	0
Using Fun-Filled Activities	5	3	3	5	3
Satisfaction regarding the teaching methods and strategies applied during the Learning Camp.	5	3	4	5	2

4.6. Thematic Analysis

Table 6 Survey Question: How do participants perceive the effectiveness of the camp in enhancing students' understanding of the subject matter, improving critical thinking and problem-solving skills, increasing motivation and enthusiasm for learning, fostering teamwork and collaboration, and developing communication skills?

Learning Engagement in National Learning Camp		
Themes	Categories	Description
1	Effectiveness of Teaching Methods	<ul style="list-style-type: none"> Teaching Methods for Subject Comprehension Group Discussions Hands-on Exercises Fun-Filled Activities effective in engaging learners during the camp. Group discussions and hands-on practical exercises were extremely effective, fostering active participation and comprehension. While fun-filled activities received mixed responses, some respondents found them effective in engaging learners, but others considered them slightly ineffective.
2	Satisfaction with Applied Methods	<ul style="list-style-type: none"> Satisfaction with Teaching Methods Opinions were divided regarding Satisfaction with the applied teaching methods. While some respondents were satisfied and found the methods moderately effective, others expressed dissatisfaction, rating them slightly or not effective. It indicates a divergence in satisfaction levels among participants regarding the teaching strategies' overall effectiveness.

The thematic analysis indicates that specific teaching methods, such as group discussions and hands-on exercises, were perceived as highly effective in engaging learners during the National Learning Camp. However, there were mixed opinions on Satisfaction with the methods applied, especially regarding fun-filled activities. It suggests further exploring or refining specific teaching approaches to enhance participant satisfaction and engagement in future learning camps. The impact of collaborative learning is applied to study learning diversity to enhance students' innovative ability and empathy and promote mutual learning, Cheng, F., Wu, C., & Su, P. (2021). Using collaborative learning as a teaching approach provides learning orientation and reproduces through learning inquiry that promotes a high learning orientation that results in good learning outcomes, Han, F., & Ellis, R. A. (2021).

4.7. Challenges and Improvement Opportunities

Table 7 Challenges -Faced

Mode of Category	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Logistical Challenges Impacting Overall Experience	6	5	8	0	0
Schedule and pacing challenges in managing time effectively	6	5	7	1	0
Challenges in connecting and collaborating with educators	6	5	4	4	0
Content needing to be more advanced or applicable	5	7	3	3	1
Challenges in translating gained knowledge into the classroom	2	4	8	3	2

4.8. Thematic Analysis

The thematic analysis reveals multiple challenges faced by participants during the National Learning Camp. Logistical issues and time management, difficulties connecting and collaborating with educators, and concerns about the content's appropriateness and application in classroom settings emerged as prevalent themes. While some challenges were more universally acknowledged, others displayed varying perceptions among participants, highlighting the diverse

experiences and viewpoints regarding the obstacles they encountered. This analysis underscores the need to address these challenges to enhance future educational programs' overall experience and effectiveness.

Table 8 Survey Question: How do participants perceive the impact of logistical challenges, schedule and pacing issues, difficulties in connecting and collaborating with educators, content relevance, and challenges in translating gained knowledge into the classroom on their overall experience?

Challenges Faced		
Themes	Categories	Description
1 Logistical Challenges Impacting Overall Experience	<ul style="list-style-type: none"> Logistical Challenges Schedule and Pacing 	Participants indicated logistical challenges impacting their overall experience, including logistics and time management issues. Responses were spread across agreeing and neutral, suggesting that while some encountered logistical difficulties, others had mixed perceptions or did not perceive these issues as significantly impacting their experience.
2 Difficulties in Connection and Collaboration	<ul style="list-style-type: none"> Connecting and Collaborating with Educators 	Challenges in connecting and collaborating with other educators emerged as a theme. Participants indicated varying degrees of agreement and disagreement, showcasing diverse experiences. Some faced difficulties establishing connections and collaboration, while others had different views or did not perceive these difficulties as pronounced.
3 Content Appropriateness and Classroom Application	<ul style="list-style-type: none"> Content Appropriateness Translating Knowledge to Classroom 	Participants expressed challenges regarding the content's applicability and their ability to translate gained knowledge to the classroom setting. Responses varied across agree, neutral, and disagree, indicating mixed opinions about the relevance of content and the ease of implementation in their teaching practices.

Table 9 Improving Students' Learning Outcome

Mode of Category	Extremely effective (1)	Very Effective (2)	Moderately Effective (3)	Slightly Effective (4)	Not Effective (5)
The camp enhanced students' understanding of the subject matter.	4	3	7	5	0
The camp improved students' critical thinking and problem-solving skills.	4	5	5	4	1
Students' motivation and enthusiasm for learning increased due to the camp.	4	10	4	1	0
The camp helped students develop better teamwork and collaboration skills.	7	8	0	2	2
Students demonstrated improved communication skills after participating in the camp.	3	12	1	3	0

4.9. Thematic Analysis

Table 10 Survey Question: How do participants perceive the effectiveness of the camp in enhancing students' understanding of the subject matter, improving critical thinking and problem-solving skills, increasing motivation and enthusiasm for learning, fostering teamwork and collaboration, and developing communication skills?

Impact on Student Learning Outcome		
Themes	Categories	Description
1 Positive Impact on Academic Understanding	<ul style="list-style-type: none"> Subject Matter Understanding Critical Thinking Skills 	Participants perceived the camp as moderately effective in enhancing students' understanding of the subject matter and improving critical thinking skills. Although some considered it slightly effective, the prevailing sentiment positively impacted cognitive abilities and academic comprehension.
2 Increased Motivation and Enthusiasm	<ul style="list-style-type: none"> Motivation for Learning 	The majority rated the camp as very effective in boosting students' motivation and enthusiasm for learning. It significantly influences students' attitudes toward learning, fostering increased interest and eagerness to engage with educational content.
3 Development of Interpersonal Skills	<ul style="list-style-type: none"> Teamwork Skills Communication Skills 	Participants observed that the camp significantly helped students develop teamwork, collaboration, and communication skills. While the majority perceived it as extremely or very effective, a small number had divergent opinions, showcasing differing perceptions regarding the extent of improvement in these skill sets.

The thematic analysis underscores the positive impact of the National Learning Camp on various aspects of students' learning outcomes. There was a consistent consensus regarding the camp's effectiveness in enhancing students' understanding of the subject matter, boosting motivation, and fostering teamwork and communication skills. However, there were divergent views on critical thinking skills, indicating varied interpretations of the extent of improvement. Overall, the data suggests the camp had a predominantly positive influence on students' learning outcomes, yet areas for potential improvement or further emphasis exist, especially in critical thinking enhancement. Bai, H., Yu, H., & Luo, L. (2022) explained that facilities and involvement in social activities are important factors that influence student learning outcomes. Student involvement in social activities provides a quality of education.

5. Discussion

5.1. Discussion on Multiple Thematic Analyses

5.1.1. Thematic Analysis 1: Teacher Volunteer Experiences at National Learning Camp

The analysis portrays a generally positive experience among teacher volunteers during the National Learning Camp. They found workshops relevant, actively engaged in discussions, and perceived the environment as conducive to learning. However, minor dissatisfaction or disagreement existed regarding the learning environment, guest speakers' insights, and inspiration for new teaching techniques, suggesting room for improvement for future events.

5.1.2. Thematic Analysis 2: Fostering Collaborative Teaching Methods

The analysis highlights the National Learning Camp's positive impact on students' learning outcomes, such as subject matter understanding, critical thinking, motivation, teamwork, and communication. However, there were mixed perceptions regarding the extent of improvement in critical thinking, communication, and teamwork, indicating potential areas for further enhancement in future camps.

5.1.3. Thematic Analysis 3: Learning Engagement in National Learning Camp

The analysis indicates that specific teaching methods, particularly group discussions and hands-on exercises, were perceived as highly effective in engaging learners during the camp. However, there were mixed opinions about the

overall Satisfaction with the applied methods, especially regarding fun-filled activities. It suggests refining teaching approaches to enhance participant satisfaction in future learning camps.

5.1.4. Thematic Analysis 4: Challenges Faced during the Camp

The analysis reveals various challenges faced by participants during the National Learning Camp, including logistical issues, difficulties in connecting and collaborating, and concerns about content appropriateness and application. While some challenges were more universally acknowledged, others displayed varying perceptions among participants, indicating diverse experiences and viewpoints.

5.1.5. Thematic Analysis 5: Camp's Impact on Student Learning

The analysis emphasizes the National Learning Camp's positive impact on students' learning outcomes, such as subject matter understanding, critical thinking, motivation, teamwork, and communication. While there was a consensus on the effectiveness in certain areas, divergent views existed regarding the extent of improvement, particularly in critical thinking skills.

Across these thematic analyses, a consistent positive experiences and impacts trend emerges from the National Learning Camp. However, there were areas of dissatisfaction, mixed perceptions, and challenges faced by both teachers and students. Addressing these concerns and refining approaches could improve future iterations of educational programs to ensure a more universally positive and impactful experience for all participants.

6. Conclusion

The collective analysis of thematic data from the National Learning Camp highlights several crucial aspects regarding teacher volunteers' experiences, the effectiveness of teaching methods, challenges faced, and the camp's impact on student learning outcomes.

6.1. Teacher Volunteer Experiences

The analysis depicts an overall positive experience among teacher volunteers. While they found workshops relevant and engaged in activities, minor dissatisfaction persisted concerning the learning environment and aspects of the content shared by guest speakers. These areas necessitate improvement for future events to enhance overall Satisfaction.

6.2. Fostering Collaborative Teaching Methods

The camp showcased positive impacts on student learning outcomes, encompassing subject matter understanding, motivation, teamwork, and communication. However, perceptions about the extent of improvement in critical thinking, communication, and teamwork needed to be more accurate, signaling areas for further development in future camps.

6.3. Learning Engagement

Specific teaching methods effectively engaged participants, especially group discussions and hands-on exercises. Nevertheless, there were mixed opinions about overall Satisfaction with the techniques, suggesting the need for refining and diversifying teaching approaches to improve participant satisfaction in subsequent learning camps.

6.4. Challenges Faced

The analysis reveals a spectrum of challenges encountered during the camp, including logistical issues, difficulties in collaboration, and concerns about content relevance. While some challenges were universally acknowledged, others exhibited varying perceptions among participants, reflecting diverse experiences and viewpoints.

6.5. Camp's Impact on Student Learning

The National Learning Camp exhibited a predominantly positive influence on students' learning outcomes across various dimensions. Despite a consensus on effectiveness in specific areas, divergent views emerged concerning the extent of improvement, especially in critical thinking skills.

Meanwhile, the National Learning Camp demonstrated several positive impacts and experiences; there were evident areas of dissatisfaction, diverse perceptions, and challenges faced by both educators and students. Addressing these

concerns and refining educational approaches will be crucial in future iterations to ensure a more universally positive and impactful learning experience for all participants involved in similar educational programs.

Recommendations

- **Enhancing Learning Environment and Guest Speakers' Insights:**
Implement measures to improve the learning environment based on teacher feedback. Address concerns related to the environment to ensure a conducive atmosphere for learning. Refine the content guest speakers share to make it more engaging and aligned with participants' needs and expectations.
- **Development of Critical Thinking, Communication, and Teamwork:**
Focus on dedicated sessions or workshops to enhance students' critical thinking, communication, and teamwork skills.
Incorporate diverse methodologies that encourage critical thinking and foster better student communication and collaboration.
- **Diversification and Refinement of Teaching Approaches:**
Incorporate a more diverse range of teaching methods besides group discussions and hands-on exercises to cater to varying learning preferences and enhance overall Satisfaction. Provide training or guidelines to educators on utilizing these diversified teaching methods to engage learners more comprehensively.
- **Addressing Logistical and Collaboration Challenges:**
Prioritize addressing logistical challenges to streamline the camp's execution and ensure a smoother experience for all participants.
Introduce collaborative activities or sessions beforehand to encourage networking among educators, alleviating difficulties in connecting and collaborating during the camp.
- **Targeted Improvement in Critical Thinking Skills:**
Design workshops or activities specifically aimed at stimulating critical thinking skills among students, ensuring a more uniform enhancement across different dimensions of learning outcomes. Implement assessment methods or programs to measure essential thinking growth, providing a more structured approach to evaluating its impact.
- **Continuous Feedback and Improvement Cycles:**
Encourage continuous feedback loops from educators and students after each camp to identify areas for improvement and ensure ongoing enhancement.
Use data collected from feedback to iteratively refine future camp structures, methodologies, and content for better outcomes.
- **Customized Training and Support:**
Offer customized training or resources for teachers to better equip them with innovative teaching strategies that align with the camp's objectives and student needs.
Provide ongoing support and resources post-camp to assist educators in implementing learned techniques effectively in their classrooms.
By addressing these recommendations, future iterations of the National Learning Camp can enhance participant satisfaction, improve learning outcomes, and mitigate challenges encountered, ensuring a more impactful and universally positive educational experience for all stakeholders.

Compliance with ethical standards

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Disclosure of conflict of interest

Gene Rose M. David, Ludovico R. Resuello Jr., and Marinela Gara-Ancheta, the authors of this manuscript, currently affirm that there are no conflicts of interest associated with the content of this research. We confirm that this study has been conducted unbiasedly, free from any financial or personal associations that could influence the interpretation of results or the portrayal of findings. In the event of any future conflicts of interest, we commit to promptly disclosing them.

Statement of informed consent




Learners and teacher participants were notified that participation was voluntary and could withdraw without repercussions on their relationship with the researchers or institution. Confidentiality measures were explained, assuring participants that their data would be anonymized, stored securely, and used solely for this study. I addressed participant queries comprehensively, ensuring their understanding and allowing them ample time to decide. Documented permission was acquired from each participant before any study-related processes were initiated. I recognize my responsibility in adhering to ethical guidelines, ensuring proper documentation of informed consent, and abiding by research regulations involving human subjects

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Authors short Biography

	<p>Gene Rose M. David is a wife, a loving mom, and a passionate teacher to her three magnificent children. She graduated from the Philippine Normal University with a Bachelor of Secondary Education in Biology in 2006. She is taking up a Master of Arts in Education in Administration and Supervision at Eulogio "Amang" Rodriguez Institute of Science and Technology in Manila. She is a grade 8 Science teacher at General Emilio Aguinaldo National High School. Her love and passion for teaching greatly impacted her career for 16 wonderful and fruitful years in the academe. She has the vision to move creative styles toward teaching and learning in the 21st century, where developing skills and innovation is the frontier of education.</p>
	<p>Ludovico R. Resuello Jr. is a dedicated educator who has spent his life inspiring and molding young minds, instilling a profound love for learning and teaching. From an early age, he harbored a deep passion for education that would ultimately guide him towards a fulfilling career as an educator. In 2009, he proudly graduated from the Pangasinan State University-Lingayen Campus, earning a Bachelor of Secondary Education majoring in Physical Science.</p> <p>Fueling his commitment to educational excellence, Ludovico pursued higher learning and earned 45 units toward a Master's in Educational Management from the City University of Pasay. He serves as a beacon of knowledge and inspiration in the Department of Education in Imus City, located in the vibrant province of Cavite. His dynamic approach to teaching and his commitment to continuous improvement showcase a professional deeply invested in the growth and success of his students. Ludovico R. Resuello Jr stands as a testament to the transformative power of education and the profound impact one dedicated individual can have on shaping the future.</p>
	<p>Marinel Ramilo Gara-Ancheta, a Junior High School Science teacher at General Emilio Aguinaldo National High School, embodies a passion for education that fuels her unwavering dedication. Her journey commenced at Pamantasan ng Lungsod ng Muntinlupa, where she earned her Bachelor of Secondary Education Major in Physical Sciences and a Master of Arts in Education Major in Educational Management at the same institution. Driven by a relentless pursuit of excellence, Marinel is pursuing her Doctor of Education in Educational Leadership at the National Teachers College - Manila Campus in the Philippines. Her commitment to shaping young minds and fostering a love for learning marks her teaching philosophy. Marinel's academic odyssey reflects resilience and a profound dedication to advancing educational methodologies. Her relentless pursuit of knowledge and efforts toward enhancing educational systems stand as a testament to her unwavering commitment to the transformative power of education.</p>