

Pupils' Interest, Satisfaction, and School Performance in the National Learning Camp (NLC)

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I. Abstract

The DepEd introduced the National Learning Camp (NLC) in the last school year, 2022-2023, to enrich the pupils' learning and address the learning gap they experienced from their previous schooling. This study used descriptive-correlational design among N=19 grade 4 pupils of Dapitan City SPED Center, Dapitan City. More males than females had a monthly income of P 40,000 and above. The pupils' level of NLC interest and satisfaction was described as high and interpreted as interested. It found that the respondents' sex was strongly related to interest and satisfaction but negligible in school performance. A strong relationship was discovered between the respondents' interest and satisfaction, interest and school performance, satisfaction and school performance, and interest and satisfaction. It concludes that when the pupils have performed well in their previous schooling, they are more interested and satisfied with the program's implementation. Moreover, the more they are interested, the more they are satisfied. This study recommends that the advocacy program of inviting pupils to attend the NLC must be intensified with the community's and parents' support.

Keywords: National Learning Camp, NLC interest, NLC satisfaction, school performance.

2. Introduction

In light of the continuous improvement in pupils' learning, the Department of Education (DepEd) launches the National Learning Camp (NLC). This activity aims to create a camp-like environment by incorporating enjoyable and engaging activities that promote pupil interests, socio-emotional skills, personal growth, and character development. The NLC is voluntary, and its implementation will focus on English, Science, and Mathematics. For their participation, pupils can enroll in enhancement, consolidation, and intervention camps. However, only one camp is available for their involvement, primarily determined by their previous school performance. Another intention for the NLC is to support the Matatag Basic Education Agenda as a sub-program under the National Learning Recovery Program to address learning loss.

In this school year's NLC, the additional grade levels are catered to. In the case of elementary, grades 4 attended. Although the program is voluntary and free of charge, where only the teachers will be given a meal allowance daily, only a few have attended despite intensive advocacies and community and parent support. For the record, only 25% of the pupils committed to participate, and out of that percentage, a number of pupils discontinued. However, the school recorded some pupils' were able to graduate at the end of the program.

Thus, this study aimed to investigate the pupils' interest and satisfaction in attending the NLC, such as their learning, meeting their classmates and friends, meeting their teacher, visiting the school, and others. Interest must be established before participating in the NLC, as Mappadang et al. (2022) described, and academic interest was proved to determine significant academic performance. Hence, once the pupils are interested, they are more focused on improving their academic performance. Besides, not only is the pupils' interest captured in this study, but their

satisfaction with the NLC activities, teachers' teaching, accommodation, motivation, preparation, environment, support, resources, and assessment employed. Pupil satisfaction is a crucial indicator of educational program quality and a significant predictor of completion of coursework (McQuillan & James, 2010).

In this avenue, the purpose of this study is to know the interest and satisfaction of the pupils who attended the program for the school to have empirical evidence to initiate any intervention program that makes this NLC in the future more attractive and makes the pupils regain their learning loss during their previous schooling.

3. Framework

This study investigated the pupils' National Learning Camp (NLC) interest, satisfaction, and school performance of those who participated this activity.

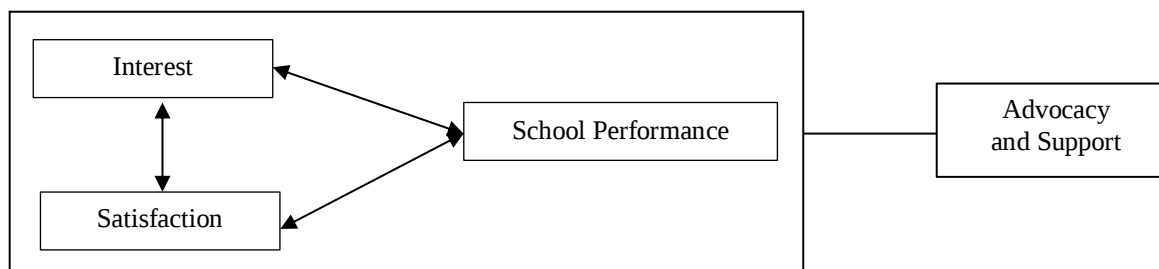


Figure 1: The Conceptual Framework of the Study

Figure 1 depicts the conceptual framework of the study given the associations between variables. Pupils' interest in NLC was associated with their satisfaction. These two variables were also associated with their school performance in the previous schooling. The figure shows that the proposed output is the advocacy program and support from the school and other stakeholders that can promote the success of this annual school activity held every summer.

4. Objectives

The study aimed to determine the pupils' interest and satisfaction with the DepEd's National Learning Camp implementation. It included the pupils' profiles, such as their sex and parents' monthly income. Their previous average grade was also analyzed and how it was associated with the other variables in the study. Thus, the following objectives were (1) to determine the respondents' demographic profiles in terms of sex and parents' monthly income, (2) to determine the respondents' level of interest in NLC, (3) to determine the respondents' level of satisfaction in NLC, (4) to determine the respondents' previous school performance, (5) to determine the relationship between the respondents' demographic profiles and interest, (6) to determine the relationship between the respondents' demographic profiles and satisfaction, (7) to determine the relationship between the respondents' demographic profiles and school performance, (8) to determine between the respondents' interest and satisfaction in NLC, (9) to determine the relationship between the respondents' interest in NLC and school performance, and (10) to determine the relationship between the respondents' satisfaction and school performance.

5. Methodology

5.1. Research Design

The study used a descriptive-correlational design. It is descriptive as the respondents' socio-demographic profiles, such as sex, parents' educational attainment, and monthly family income, are included. Research studies that identify the relationship between several variables and give static images of circumstances employ the descriptive correlational design (McBurney & White, 2009).

5.2. Research Respondents

The research respondents were the grades 4 pupils of Dapitan City SPED Center, Dapitan Central Schools District. A total of 19 respondents from this grade level as also the participants of the NLC 2024.

5.3. Research Instrument

The researcher developed this study's questionnaire, which is structured and closed-ended. The tool was validated and tested its reliability, with a Cronbach alpha of $\alpha=.82$. Cronbach's alpha scores of .70 or .80 or above are normally deemed acceptable high values on a scale of 0 to 1. A high score shows a correlation in the survey respondents' response patterns, but it does not imply that all of the items under consideration measured the same thing (Emerson, 2019).

5.4. Data Gathering Procedure

The researcher secured approval from the school principal of Dapitan City SPED Center and informed parental consent for the pupils' participation in the study. As these documents were accomplished according to the study's timeline, the researcher identified the pupils who participated in the NLC 2024 and convened them in the classroom for orientation concerning the study's objectives and other ethical considerations. After this briefing, the questionnaire was administered to them, and the researcher first read the indicators in each dimension, explained them to the pupils, and instructed them to check which scale preferences were their choice. The retrieval followed immediately, and the tool containing the respondents' responses was shredded and burned for confidentiality purposes.

5.5. Data Analysis

The researcher employed the following statistical tool to interpret the data, and the following:

The study utilized various statistical tools to analyze the data. Frequency counts and percentages were used to present the distribution of responses in percentage form. The standard deviation (SD) was employed to describe the variability in pupils' school performance. The weighted mean (WM) was used to determine the respondents' level of interest and satisfaction, while the mean ($\bar{X}$) described their overall school performance. To assess relationships between variables, the point-biserial correlation was used to analyze the connection between interest and satisfaction and the respondents' sex. The Spearman Rank Order Correlation Coefficient (r_s) was applied to examine the relationship between interest and satisfaction, and the Pearson Product-Moment Correlation Coefficient (r) was used to determine the relationship between school performance and the respondents' parents' monthly income.

6. Results and Discussion

This section presents the analysis and interpretation of the data. It captures how the data was treated and interpreted in adherence to the study's objectives.

Objective 1: *To determine the respondents' demographic profiles in terms of sex and parents' monthly income*

Table 1
The Respondents' Profiles

Profiles	Frequency (f)	Percentage (%)
1.1. Sex		
Male	11	57.89%
Female	8	42.11%
Total	19	100.00
1.2. Family Monthly Income		
P 40,000 and above	19	100.00
Total	19	100.00

The table shows the respondents' socio-demographic profiles, sex, and parents' monthly income. Eleven respondents, or 57.89%, were male, while only eight, or 42.11%, were female. There was a total of 19 respondents.

Regarding the respondents' parents' monthly income, all of them have families earning P40,000 or more.

Objective 2: To determine the respondents' level of interest in NLC**Table 2***The Pupils' Interest in National Learning Camp (NLC)*

Statement	Weighted Mean	95% C.I/ Standard Error	Description	Interpretation
<i>In the NLC, I am interested to...</i>				
6. play with my classmates and friends	4.37	±.441/.213	Very High	Extremely Interested
2. meet my classmates and friends	4.26	±.515/.130	Very High	Extremely Interested
3. meet my teacher	4.21	±.231/.223	Very High	Extremely Interested
1. learn	4.16	±.50/.127	High	Very Interested
4. visit the school	4.05	±.542/.114	High	Very Interested
5. experience about NLC	3.95	±.322/.312	High	Very Interested
7. improve my learning skills in math and science	3.95	±.229/.243	High	Very Interested
8. do social interaction	3.68	±.461/.243	High	Very Interested
9. complete NLC entire duration	3.32	±.312/.224	High	Very Interested
10. help my classmates and friends	3.32	±.342/.356	High	Very Interested
Overall WM	4.01	±.321/.114	High	Very Interested

Legend:

Scale	Description	Interpretation
4.21-5.00	Very High	Extremely Interested
3.41-4.20	High	Very Interested
2.62-3.40	Moderate	Moderately Interested
1.81-2.60	Low	Slightly Interested
1.00-1.80	Very Low	Not at All Interested

Table 2 presents the pupils' interest in the National Learning Camp. Statements are written in descending order, with statements 6,2, & 3 being described as very high level and interpreted as extremely interested such as the pupils in playing with their classmates and friends and wanted to meet them with their teachers. For very interested interpretation, these statements were 1,4,5,7,8,9 and 10, which were tailored to what they were very interested in learning, visiting the school, experiencing what NLC is all about, improving their skills in math and science, having social interaction, completing the NLC duration and helping their friends. These statements were described as high and interpreted as very interesting. The overall weighted mean was 4.01 and described as very interesting. This explains that the pupils were very interested in participating in the last NLC program's implementation.

Interest in learning has some bearings in attaining the pupils' higher academic achievement. Mappadang et al. (2022) found that academic interest, and learning quality are the primary predictors of academic achievement, as well as other control variables. He added that pupils' intellectual interest in each subject is connected with academic outcomes.

Objective 3: To determine the respondents' level of satisfaction in NLC**Table 3***The Pupils' National Learning Camp Satisfaction*

Statement	Weighted Mean	95% C.I/ Standard Error	Description	Interpretation
<i>I am satisfied with the....</i>				
2. teachers' teaching	4.47	±.354/.145	Very High	Very Satisfied
7. parents' support	4.47	±.429/.343	Very High	Very Satisfied
1. NLC activities	4.26	±.321/.342	Very High	Very Satisfied
10. assessment employed	4.21	±.356/.362	Very High	Very Satisfied

6. schools' environment	4.16	$\pm.231/.323$	High	Satisfied
4. teachers' motivation	4.00	$\pm.342/.334$	High	Satisfied
5. teachers' preparation	3.95	$\pm.562/.422$	High	Satisfied
8. community support	3.89	$\pm.481/.243$	High	Satisfied
3. school's accommodation	3.84	$\pm.378/.423$	High	Satisfied
9. teaching resources used	3.68	$\pm.345/.724$	High	Satisfied
Overall	4.09	$\pm.421/.387$	High	Satisfied

Legend:

Scale	Description	Interpretation
4.21-5.00	Very High	Very Satisfied
3.41-4.20	High	Satisfied
2.62-3.40	Moderate	Neither Satisfied
1.81-2.60	Low	Dissatisfied
1.00-1.80	Very Low	Very Dissatisfied

The pupils' satisfaction in participating in the National Learning Camp is presented in Table 3. The statements are written in descending order according to their weighted means. Statements 2,7,1 and 10 had the weighted means with very high descriptions and were interpreted as very satisfied. They were very satisfied with the teachers' teaching, parents' support, NLC activities, and the assessment employed. Satisfied pupils captured it from the school's environment, teachers' motivation, teachers' preparation, community support, school accommodation, and teaching resources used. The overall weighted mean is 4.09, with a description of high and an interpretation of satisfied. This indicates that the pupils during the NLC were delighted with the things initiated by the school, parents, and other stakeholders for the success.

Satisfaction is a feeling of fulfillment from one's own undertakings. Thus, based on the study's findings, the pupils in the NLC implementation were satisfied, which indicates that the program's purpose meets its objectives in learning loss and in some other areas to scaffold the pupils' learning. Satisfaction involves pupil perceptions and experiences. Pupils' satisfaction is primarily influenced by their view of learning and teaching, support facilities such as libraries, computers, and laboratories, and the learning environment (Ilias et al., 2008).

Objective 4: *To determine the respondents' previous school performance***Table 4***The Respondents' School Performance*

Scores	Frequency (f)	Percentage (%)
90-100	7	36.84
85-89	11	57.89
80-84	1	5.26
Total	19	100.00

 $\bar{X}=89$ (Very Satisfactory), $SD=2.19$, $C.I \pm 2.11/Std Err.501$

Grades	Adjectival Description
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
75 below	Did not meet expectation

Table 4 shows the pupils' school performance in the previous school year. The rating used in the study is the average from the eight subject areas. Based on the table (see table 3), most respondents had grades ranging from 85-89 with a frequency of 11 and 57.89%, while the pupils with grades ranging from 90 to 100 had only seven (7) or 36.84%. Only one pupil (1) got a grade of 80 to 84 with 5.26%. The overall finding was ($\bar{X}=89$, $SD=2.19$), with a very satisfactory description. This suggests that the pupils performed well during their last school year of schooling.

Objective 5: To determine the relationship between the respondents' demographic profiles and interest in NLC.

Table 5

The Relationship Between the Respondent's NLC Interest and Demographic Profiles

Variables	Correlation Coefficient	Remarks
Sex and Pupils' Interest in NLC	$r_{pb}=.323$	Moderate Relationship
Parents' Monthly Income and Pupils' Interest in NLC	$r_s=.410$	Strong Relationship

Note:

$\pm .70$ or higher	Very strong positive relationship
$\pm .40$ to $\pm .69$	Strong positive relationship
$\pm .30$ to $\pm .39$	Moderate positive relationship
$\pm .20$ to $\pm .29$	weak positive relationship
$\pm .01$ to $\pm .19$	No or negligible relationship

Table 5 presents the relationship test between the respondents' interest in NLC and socio-demographic profiles. The point-biserial test provided a moderate positive relationship between the respondents' sex and their level of NLC interest. This means, based on the contingency table as the data was recorded, the higher the male respondents were, the higher their level of interest among NLC participants. It explains that boys exhibited a higher interest than female pupils.

Concerning the respondents' parents' monthly income, Spearman rho (r_s) indicated a strong association between that income and their interest in NLC, $r_s(17)=.410$. This portrays that the higher the parents' monthly income of the pupils who participated in the NLC program, the higher their interest in the activity.

Objective 6: To determine the relationship between the respondents' demographic profiles and satisfaction in NLC.

Table 6

The Relationship Between the Respondent's NLC Satisfaction and Demographic Profiles

Variables	Correlation Value/Correlation Coefficient	Remarks
Sex and Pupils' NLC Satisfaction	$r_{pb}=.455$	Strong Relationship
Parents' Monthly Income and Pupils' NLC Satisfaction	$r_s=.467$	Strong Relationship

Note:

$\pm .70$ or higher	Very strong positive relationship
$\pm .40$ to $\pm .69$	Strong positive relationship
$\pm .30$ to $\pm .39$	Moderate positive relationship
$\pm .20$ to $\pm .29$	weak positive relationship
$\pm .01$ to $\pm .19$	No or negligible relationship

Table 6 shows the relationship between the respondents' profiles and NLC satisfaction. The point-biserial test suggests that there is sufficient evidence to claim that the respondents' sex is associated with the NLC satisfaction $r_{pb}(17)=.455$. This relationship is said to be positive enough to conclude that the respondents' sexes are associated with how they are satisfied with their participation in the program.

In terms of the pupils' parents' monthly income and NLC satisfaction, the Spearman rho (r_s) indicates a strong relationship, which means the pupils with parents that have better income tend to satisfy the NLC activities and participation, $r_s(17)=.467$. Contrarily, the pupils with parents having a low level of income are likely unsatisfied with the NLC implementation.

Once the pupils are satisfied, they can do something that contributes to their learning development. According to McQuillan and James (2010), satisfaction among pupils leads to increased confidence, skill development, and knowledge acquisition, creating a positive feedback loop.

Objective 7: *To determine the relationship between the respondents' Demographic Profiles and satisfaction.*

Table 7

The Relationship Between the Respondent's Demographic Profiles and School Performance

Correlation		
Variables	Value/Correlation Coefficient	Remarks
Sex and School Performance	$r_{pb}=.145$	Negligible Relationship
Parents' Monthly Income and School Performance	$r=.488$	Strong Relationship

Note:

±.70 or higher	Very strong positive relationship
±.40 to +.69	Strong positive relationship
±.30 to +.39	Moderate positive relationship
±.20 to +.29	weak positive relationship
±.01 to +.19	No or negligible relationship

Table 7 reveals the relationship between the respondents' profiles and school performance. The Pearson r test did not provide sufficient evidence of a discernable relationship, $r(17) = .145$. This explains that these variables have only negligible relationships that can be presumed not to influence each other. It manifests that the respondents' sex does not affect their school performance.

This study found that male and female pupils performed most likely similarly to each other since the data showed none of them have a distinct pattern of performance that either group can differentiate. However, Balart and Oosterveen (2019) described that females typically do less than males on math and science tests, while they perform better on verbal reading tests.

Objective 8: *To determine between the respondents' interest and satisfaction in NLC.*

Table 8

The Relationship Between the Respondent's NLC Interest and Satisfaction

The Relationship Between the Respondent's NLC Interest and Satisfaction		
Variables	Correlation Value/Correlation Coefficient	Remarks
NLC Interest and Satisfaction	$r_s=.563$	Strong Relationship

Note:

±.70 or higher	Very strong positive relationship
±.40 to +.69	Strong positive relationship
±.30 to +.39	Moderate positive relationship
±.20 to +.29	weak positive relationship
±.01 to +.19	No or negligible relationship

The respondents' NLC interest and satisfaction are correlated (see Table 8). The Spearman rho provides sufficient evidence to suggest that the respondents' NLC interest is strongly related to their satisfaction, $r_s(17) = .563$. It indicates that the higher the respondents' interest in attending the NLC, the more satisfied these pupils are with the program.

Being interested in attending the NLC can determine how successfully the pupils complete their participation in the program. As the finding reveals, the more interested they are, the more satisfied they are with the program's implementation. To note, Ahinful et al. (2019) established the correlation between academic interest and academic achievement and confirmed that they are related.

Objective 9: To determine between the respondents' interest in NLC and school performance

Table 9

The Relationship Between the Respondent's NLC Interest and School Performance

Variables	Correlation Value/Correlation Coefficient	Remarks
NLC Interest and School Performance	$r_s=.512$	Strong Relationship

Note:

$\pm.70$ or higher	Very strong positive relationship
$\pm.40$ to $+.69$	Strong positive relationship
$\pm.30$ to $+.39$	Moderate positive relationship
$\pm.20$ to $+.29$	weak positive relationship
$\pm.01$ to $+.19$	No or negligible relationship

Table 9 presents the relationship between the respondents' NLC interest and school performance. The Spearman rho test provides sufficient evidence to suggest that the respondents' NLC interest is strongly related to their school performance, $r_s(17)=.512$. This explains that the higher their interest, the higher their school performance.

This study reveals that once the pupils are interested in attending the NLC, they also obtained a higher performance. It means, the pupils who attended the NLC are those pupils who performed well in school from previous school year. Contrarily, Meyer et al., (2019) concluded that some research discovered that academic interest is not connected with academic achievement.

Objective 10: To determine the relationship between the respondent's satisfaction in NLC and school performance

Table 10

The Relationship Between the Respondent's NLC Satisfaction and School Performance

Variables	Correlation Value/Correlation Coefficient	Remarks
NLC Satisfaction and School Performance	$r_s=.501$	Strong Relationship

Note:

$\pm.70$ or higher	Very strong positive relationship
$\pm.40$ to $+.69$	Strong positive relationship
$\pm.30$ to $+.39$	Moderate positive relationship
$\pm.20$ to $+.29$	weak positive relationship
$\pm.01$ to $+.19$	No or negligible relationship

Table 10 shows the relationship between the respondents' NLC satisfaction and school performance. The Spearman rho test provides sufficient evidence to suggest that the respondents' satisfaction is strongly related to their school performance, $r_s(17)=.501$. It explains that the higher the respondents' satisfaction with the NLC implementation, the higher their school performance from the previous school year.

It reveals that the pupils who performed well in the last school year are satisfied with implementing the NLC program. This means they attended the NLC and were satisfied with what the program offered them.

7. Conclusion

The NLC program is the DepEd's program that caters to those pupils who wish to enrich their learning for several days during an extended vacation. Not only to improve their performance, but the program also offers to fill the pupils' learning loss experience during the regular class. Pupils are interested in and satisfied with the NLC program, and both consider it relevant to their learning. The pupil's sex is strongly related to their NLC interest and satisfaction. Furthermore, the more the pupils are interested in the NLC, the more they are satisfied with the programs. Moreover, the more interested and satisfied they are, the higher their school performance from the previous school year. This means those pupils who performed well in the last school year are those pupils who are satisfied with the NLC. It also concludes that the higher their NLC interest, the higher their NLC satisfaction.

8. Recommendation

The following are recommendations to offer:

1. The school must intensify the advocacy program to draw more pupils to attend the NLC.
2. The school must initiate more stakeholders' participation in possible donations of school supplies, food, and other resources for the NLC implementation.
3. Sustain the strategy that makes the pupils interested and satisfied in participating in the program.

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