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Performance in the National Learning Camp (NLC) program in San Emilio District

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Abstract

This study focused on the performance of the grantees in the execution of the National Learning Camp (NLC) program at San Emilio District. The study employed the quantitative-descriptive research methodology involving the correlational approach, utilizing a questionnaire issued to 76 students and 8 teachers from five public schools. The data were analyzed using various statistical tools, including frequency counts, weighted means, and correlation coefficients, to assess the relationship between respondents' profiles and resource adequacy and the profiles of the recipients and their level of performance in the National Learning Camp (NLC). The findings revealed that the overall adequacy of resources was rated as "Adequate." The study also examined the correlation between demographic factors, such as age and parental education, and resource adequacy, revealing that these factors influence both resource availability and academic performance. The results emphasized the need of improving resource availability to improve educational outcomes and suggest that specific programs could further support the academic achievement of NLC participants. This research provides useful insights into the relationship between educational resources and student performance, highlighting the need for continuing assessment and improvement in educational programs. Therefore, it is recommended that the school focus on enhancing the quality and availability of language resources, such as books and instructional materials, to further improve student achievement.

Keywords: National Learning Camp, academic performance, educational resources, adequacy of resources

Performance in the National Learning Camp (NLC) program in San Emilio District

1. Introduction

The participation of the Philippines in the Programme for International Student Assessment (PISA) in 2018 until the most recent proved that Philippines scored lower in reading and mathematics compared to other participating countries. To address this problem towards improving quality education, the Department of Education proposed the National Learning Camp Program (PISA, 2018). The National Learning Camp (NLC) aims to create a camp-like atmosphere by integrating fun and engaging activities to foster learner interests, socio-emotional skills, personal growth, and character development. This intervention program also aims to help students overcome academic challenges and improve their educational outcomes. With reference to the implementation of the National Learning Camp (NLC) per DepEd Order No. 14, s. 2023, the National Learning Camp (NLC) is a strategic initiative supporting the National Learning Recovery Program (NLRR) which focuses on the improvement of reading, mathematics, science and technology skills to sustain learning recovery. The National Learning Camp (NLC) serves two-fold objectives: to improve learners' performance and to strengthen teachers' competence. Further, as stated that the National Learning Camp (NLC) shall be offered every-end-of-school-year (EOSY) break to complement learning efforts in the previous school year and provide a firmer basis for further gains in the upcoming school year. In line with the National Learning Camp (NLC), the District of San Emilio adopted and implemented the program. Objectively, this is to improve the Reading and Numeracy skills of pupils from kinder to grade three.

Language and numeracy skills are the foundations of lifelong learning. As such, speaking, reading, writing, and numeracy are the most important skills children need to develop. These skills empower the pupils to make meaning, think critically and creatively to reach their full potential. In language, particularly on reading, involves the recognition of words and interpretation of meanings. It is a complex process that involves "sensation, perception, comprehension, application, and integration." It is the process of getting meaning from printed words and symbols. One article in Philippine Star as cited by Tomas (2021) stated that "The undeniable fact remains that majority of Filipino students do not possess the ability and motivation to read. Due to the fast-evolving world and changing technology, it cannot be denied that sometimes reading is taken for granted." Additionally, Luz, as cited in Tomas (2021) stressed that many Filipino learners do not have the reading habit required in learning. As she noted, "The problem of non-reading lies at the heart of why the Philippines is so uncompetitive in the world economy and why so many of our people continue to live in poverty or barely escape it."

On the other hand, basic numeracy skills consist of comprehending fundamental arithmetical operations like addition, subtraction, multiplication, and division. Early math and numeracy skills are crucial for later academic success. As approved by Guhl (2019), early math can teach many valuable skills for future math classes, other academic classes and life in general. In fact, it may be the most powerful predictor of future academic success. Thus, if pupils have the chance to be exposed to and learn the basics of language and early math skills at an early age, they are more likely to succeed in school. This solidifies the importance of early childhood education but shows the need of providing more opportunities by offering the National Learning Camp (NLC) program towards improving their skills in reading and numeracy.

With the first implementation of the program from July 24 to August 25, 2023 and its following implementation on July 1 – 19, 2024, the researcher is interested in the performance level of the volunteer pupils along reading and numerary. Considering the implementation of the National Learning Camp (NLC) program, there are only limited studies being conducted. However, the researcher is interested in the performance level of the volunteer pupils along language and numeracy as a basis also of evaluating the effectiveness of the implementation of the National Learning Camp (NLC) program in San Emilio District.

Statement of the Problem - This study aimed to determine the performance of the recipients in the implementation of National Learning Camp (NLC) program of San Emilio District. Specifically, it sought to answers to the following:

- What is the profile of the pupil respondents in term of: age, sex, parents' educational attainment, and parents' income?
- What is the profile of the teacher respondents in term of: age, sex, teaching position, educational attainment, no. of trainings attended, and length of teaching experience?
- What is the level of adequacy of resources in terms of: books, classrooms, availability of supplies, and availability of technology/ instructional materials?
- What is the academic performance of the recipients of the National Learning Camp (NLC) in terms of: numeracy, and language?
- Is there a significant relationship between the profile of the respondents and the level of adequacy of resources?
- Is there a significant relationship between the profile of the pupil respondents and the level of academic performance?
- Is there a significant relationship between the level of adequacy of resources and the level of academic performance of the respondents?

2. Methodology

Research Design - The study employed the quantitative-descriptive research design involving correlation method. According to Bhandari (2020), quantitative research is the process of gathering and analyzing numerical data. It can be used to discover patterns and averages, to make predictions, to test causal relationships, and to generalize results to larger populations. Descriptive research is an appropriate choice when the research aims to identify characteristics, frequencies, trends, correlations, and categories (Pantaleon, 2022). In this study, the profile of the pupil and teacher respondents, level of adequacy of resources and the academic performance of the National Learning Camp (NLC) recipients were described. In addition, the study also utilized the correlational method to determine the significant relationship between variables. Correlation was used in looking into the relationship between the pupil respondents' profile and the level of adequacy of resources, pupil respondents' profile and the level of performance of the National Learning Camp (NLC) recipients, and the level of adequacy of resources and the level of performance of the National Learning Camp (NLC) recipients.

Population and Locale of the Study - The study was conducted in the five public elementary schools in San Emilio, during the school year 2024 – 2025. Two groups of respondents will be used in the study. They were selected through total enumeration sampling. According to Taherdoost (2016), total enumeration sampling is a method where every member of the entire population is included in the study, ensuring comprehensive data collection and representation without the use of a sample subset. The breakdown of the respondents by school and by group is presented in Table 1.

Table 1
Distribution of Respondents by School in San Emilio District, SY 2023 - 2025

School	Teacher	Pupils
Kalumsing Integrated School	2	10
San Emilio West Central School	1	10
San Emilio East Central School	2	22
Masiosioay Elementary School	1	10
Lidaoan Elementary School	2	24
Grand Total	**8**	**76**

Research Instrument - The researcher used the descriptive survey questionnaire in gathering the data needed in the study. The researcher will use two sets survey questionnaire. Set I obtained data based on pupil respondents' profile along age, sex, parents' educational attainment, and parents' income. It also includes a questionnaire eliciting the level of adequacy of resources available at school. The pilot testing was done at Banucal Elementary School, Banucal, Lidlidda, Ilocos Sur which had a reliability score of 0. 79 using Cronbach's Alpha, and a validity score of 4.25. Set II gathered based on teacher respondents' profile along age, sex, teaching position, educational attainment, trainings attended, and the length of teaching experience. It also includes a questionnaire eliciting the level of adequacy of resources available at school. Teacher made achievement test was used in gathering data on the level of academic performance of the National Learning Camp (NLC) recipients. The questionnaires were validated by three experts in San Emilio District.

Data Gathering Procedure - The researcher was guided by the following procedure throughout the conduct of the study: Prior to the conduct of the study, approval and ethical clearance was secured from the ISPSC-REC, after which a letter of request was forwarded to the Division Office of Ilocos Sur for approval. Upon approval, the researcher asked permission from the District Office of San Emilio to float the questionnaires to the respondents. Second, the researcher also coordinated with the School Heads/Principals to gather the data. Third, the questionnaire was distributed to the respondents and will be retrieved by the researcher. Finally, the gathered data were analyzed.

Ethical Consideration - This portion provides specifications on the observation of ethical consideration, along with the following:

Conflict of Interest. The study sought to determine the effect the National Learning Camp Program towards the improvement of performance of the recipients in the municipality of San Emilio particularly Grade 2 learners. The study will exhibit no conflict of interest.

Participants/Respondents. The intended participants are 8 teachers and 76 pupils from the five public schools in San Emilio District, as they are directly influenced by the National Learning Camp Program and may offer pertinent views regarding their engagement and academic success.

Privacy and Confidentiality. The information were remain confidential through response anonymization, safe data storage, and restricted access to the collected data, ensuring that only the researcher and authorized personnel can access it, with no identifying information revealed. Upon conclusion of the study, all gathered data were securely archived for the research duration and subsequently erased to maintain participant confidentiality.

Informed Consent. Prior to data collection for this study, informed consent was obtained from the respondents. The informed consent contains the sole goal of the study and secures the voluntary involvement of the respondents. All the rights of the respondents will be covered in the consent form.

Benefits. Participants may yield significant cognitive, affective, and behavioral benefits in specific subjects, enhanced problem-solving skills, and increased knowledge retention for the improvement of their academic performance.

Community Considerations. It was ensured that the responders were not be subjected to any harm, assault, or any other sort of prejudice.

Risks and Remedies. Potential dangers include discomfort in addressing delicate topics and slight fatigue from answering questionnaires. To resolve issues, participants can skip questions, take breaks, or withdraw at any time, and the researcher maintained a friendly environment.

3. Results and discussions

The Profile of the Respondents - Table 2 shows the profiles of the student respondents along age, sex, parents' highest educational attainment, and parents' income.

Table 2
Profiles of The Student Respondents

A. Age	F	%
7	3	3.95
8	45	59.21
9	28	36.84
Total	76	100.00
B. Sex	F	%
Male	32	42.11
Female	44	57.89
Total	76	100.00
C. Parents' Highest Educational Attainment	F	%
No Formal Education	0	0.00
Elementary Level	1	1.32
Elementary Graduate	6	7.89
High School Level	12	15.79
High School Graduate	29	38.16
College Level	14	18.42
College Graduate	14	18.42
Post Graduate or Higher	0	0.00
Total	76	100.00
D. Parents' Income	F	%
Below 5,000	32	42.11
5,001-10,000	11	14.47
10,001- 15,000	20	26.32
15,001- 20,000	3	3.95
20,001- 25,000	6	7.89
25,001- 30,000	0	0.00
30,001- 35,000	2	2.63
35,001- 40,000	1	1.32
40,001- 45,000	1	1.32
45,001 and above	0	0.00
Total	76	100.00

Legend: F (Frequency) % (Rate)

Age. The data indicates that the age group of 8 years has the highest representation with 45 (59.21%), while the age group of 7 year has the lowest representation with 3 (3.95%) out of 76 respondents. The high number of 8-year-olds indicates that this demographic may be the target for educational interventions or programs. This indicates that the beneficiaries of the National Learning Camp (NLC) program are primarily lower primary school learners. This corresponds with Burchinal et al. (2016), suggesting that early childhood schooling is essential for cognitive and social development. While, **Sex.** The table indicates that the majority of respondents are female with 44 (57.89%), while male respondents are less in number with 32 (42.11%) out of a total of 76 respondents. This indicates a higher participation of girls in the NLC program, hence enhancing their involvement in academic activities. The higher number of female responders reflects broader trends in educational settings where girls are often more involved in academic activities (Miller et al., 2018). This may also signify a necessity for gender-sensitive pedagogical methods to accommodate varied learning patterns.

Parents' Highest Educational Attainment. Based on the table, the highest parents' educational attainment of the respondents is High School Graduate (29, 38.16%). On the other hand, no respondents reported having parents with no formal education or post-graduate or higher education (0.00%). The results suggested that the educational background of parents can greatly influence children's academic success. Research demonstrates that parental education is a strong predictor of children's educational outcomes (Davis-Kean, 2015). The lack of higher educational attainment among parents may highlight a need for community activities geared at adult education. While, **Parents' Income.** The table shows that most of the respondents have an income of below

5,000 (32, 42.11%), whereas income groups of 25,001-30,000 and 45,001 and above have no respondents (0.00%). The data reveal that the majority of the respondents belong to low-income families. The predominance of low-income households may connect with difficulty in accessing educational resources, which can impair student performance (Sirin, 2015). This highlights the significance of directed support for low-income families to enhance educational equality.

Table 3 shows the profiles of the teacher respondents along age, sex, teaching position, highest educational attainment, no. of training attended, and length of service.

Table 3
Profiles of The Teacher Respondents

A. Age	F	%
26-30	1	12.50
31-35	5	62.50
36-40	0	0.00
41-45	1	12.50
46-50	1	12.50
Total	8	100.00
B. Sex	F	%
Male	1	12.50
Female	7	87.50
Total	8	100.00
C. Teaching Position	F	%
Teacher I	2	25.00
Teacher II	0	0.00
Teacher III	6	75.00
Total	8	100.00
D. Highest Educational Education	F	%
With Master's Units	4	50.00
Master's Degree	2	25.00
With Doctorate Units	2	25.00
Doctoral Degree	0	0.00
Total	8	100.00
E. No. of Seminars/ Trainings attended	F	%
7-10 seminars	1	12.50
11 and above	8	87.50
Total	8	100.00
F. Length of Teaching Experience	F	%
1 – 3 years	1	12.50
4 - 6 years	1	12.50
7 – 10 years	4	50.00
11 years and above	2	25.00
Total	8	100.00

Legend: F (Frequency) % (Rate)

Age. Based on the data, the age group 31-35 years has the highest frequency (5, 62.50%) among the teacher respondents, showing that the majority of teachers are relatively young and likely to be more adaptive to new teaching techniques and technologies. While the age range 26-30 years has the lowest frequency (12.50%), showing that there are fewer teachers in the very early stages of their professions. The predominance of teachers aged 31-35 reflect a balance of expertise and energy, which can be beneficial for implementing innovative teaching practices. This correlates with findings from research demonstrating that teachers in this age range generally exhibit a high dedication to professional development (Ingersoll, 2014). While, **Sex.** The table reveals that the female teachers comprise 7 (87.50%) of the respondents, while males only constitute 1 (12.50%), showing a gender imbalance in the teaching personnel. The results further showed that the absence of male educators could limit the diversity of teaching ideas and role models available to students. Research has demonstrated that gender diversity in teaching staff can favorably improve student engagement and performance (Buchmann & DiPrete, 2016).

Teaching Position. Table 3 demonstrated that Teacher III has the highest representation (6, 75%), showing that most teachers hold a more advanced position, which may connect with experience and expertise. While

Teacher II has no representation, suggesting that this position may be less common or that teachers are progressing fast to higher ranks. The lack of Teacher II positions may imply a streamlined career path within the teaching team, which can be helpful for morale and retention (Ingersoll, 2014). Whole, **Highest Educational Attainment.** The data revealed that Teachers with Master's Units obtained a high representation with 4 (50%) of the respondents, demonstrating a strong emphasis on higher education within the teaching staff. While there are no teachers with a Doctoral Degree, demonstrating that while many teachers pursue higher education, very few reach the highest academic level. The large percentage of instructors with Master's Units may boost the quality of education offered, as studies have shown that higher educational attainment among teachers is connected to improved student results (Darling-Hammond, 2017).

No. of Seminars/ Trainings Attended. It can be gleaned on the table that majority of the respondents (7, 87.50%) had attended 11 or more seminars/trainings, while 1 (12.50%) teacher responded a number of 7-10 seminars, demonstrating a high dedication to professional growth. Continuous professional development is vital for teachers to stay informed with educational trends and techniques, which can lead to improved teaching practices and student achievement (Guskey, 2014). While, **Length of Teaching Experience.** The table showed that the 7-10 years category has the highest representation (4, 50%), indicating a considerable portion of teachers have substantial experience. On the other note, the 1-3 years category has the lowest representation (12.50%), suggesting fewer teachers are in the early stages of their careers. A majority of teachers with 7-10 years of experience may provide a steady and knowledgeable teaching environment, which is useful for student learning (Ingersoll, 2014).

Table 4 shows the level of adequacy of resources of the respondents.

Table 4
Level of Adequacy of Resources

Indicators	T	S	WM	DR
A. Books in the Library				
1. Textbooks	4.63	3.84	3.92	A
2. Encyclopedia	1.13	1.68	1.63	I
3. Dictionary	3.13	2.55	2.61	MA
4. Poetry	1.63	1.53	1.54	I
5. Localized story books	2.00	2.13	2.12	PA
6. Magazines	1.25	2.71	2.57	PA
7. Pamphlets	1.00	1.53	1.48	I
Sub-mean	2.11	2.28	2.26	I
B. Classrooms Utilized				
8. Classroom	4.63	4.37	4.39	CA
9. Library	3.25	2.42	2.50	PA
10. Laboratory	2.63	2.11	2.16	PA
11. Canteen	5.00	4.16	4.24	CA
Sub-mean	3.88	3.26	3.32	MA
C. Available Supplies				
12. Bond Paper	5.00	5.00	5.00	CA
13. Flashcards	5.00	5.00	5.00	CA
14. Charts	5.00	4.55	4.59	CA
15. Writing Tools	5.00	4.55	4.59	CA
1. Art Supplies	4.75	3.97	4.04	A
Sub-mean	4.95	4.62	4.65	CA
D. Available Technology/ Instructional Materials				
17. Computers/Laptops	5.00	3.58	3.72	A
18. Tablets	1.00	1.00	1.00	I
19. Internet Connectivity	4.25	3.97	4.00	A
20. Modules	5.00	4.87	4.88	CA
21. Manipulative Materials	5.00	4.29	4.36	CA
22. Television	4.50	3.92	3.98	A
23. Speaker	4.63	4.42	4.44	CA
Sub-mean	4.20	3.72	3.77	A
Average Mean	3.78	3.47	3.50	A

Legend: T- Teacher S- Students 4.21-5.00 Completely Adequate (CA), 3.41-4.20 Adequate (A), 2.61-3.40 Moderately Adequate (MA), 1.81-2.60 Partially Adequate (PA), and 1.00-1.80 Inadequate (I).

The table reveals that the average rating for the adequacy of resources is 3.50 as rated by the students and teachers, defined as "Adequate" (A). This shows that, on average, both teachers and students consider the resources provided to them as sufficient for their educational needs, but there is still room for growth. Smith & Jones (2018) and Lee et al. (2020) support the findings, demonstrating that access to diverse and excellent reading resources is essential for student engagement and academic performance. In the individual variable, most of the variables obtained a lower level of adequacy.

Along Books in the Library. The overall mean rating of 2.26, classified as “Inadequate,” indicating a large gap in the availability of different reading resources in the library. While textbooks scored a higher mean of 3.92, demonstrating they are sufficiently offered, the low score for magazines (1.48) reveals a serious deficit in supplemental resources. This finding corresponds with Alshahrani et al. (2014), who claim that a range of instructional tools is vital for building a rich learning environment. Schools should consider changing their library purchasing strategies to incorporate a greater range of instructional books, notably encyclopedias and dictionaries, which are crucial for complete student study and learning. The lack of various resources could limit student involvement and critical thinking skills. Schools should establish initiatives that encourage the usage of various types of reading materials to enhance students' learning experiences. Smith & Jones (2018) highlights that access to various reading materials is crucial for student engagement and academic success, reinforcing the need for improved library resources. Lastly, Lee et al. (2020) discovered that kids with access to a variety of educational resources do better academically, emphasizing the need for a well-rounded library collection.

Along Classrooms Utilized. The table showed that the classroom utilized has an overall mean of 3.32, characterized as “Moderately Adequate.” The findings suggest that while classrooms are functional, there is need for development, notably in laboratory facilities, which obtained a low mean of 2.16. This implies that practical learning experiences may be hindered due to inadequate laboratory supplies. Schools should prioritize investments in laboratory facilities to increase practical learning experiences, which are vital for topics like science and technology. The high mean for the classroom (4.39) shows excellent use of space; nevertheless, this should not come at the price of vital learning facilities like laboratories. Schools should assess space allocation to ensure all instructional facilities are suitably resourced. The findings complement the study conducted by Smith & Jones (2018), emphasizing the requirement of improved laboratory facilities to promote practical learning experiences, which is mirrored in the current findings. Additionally, Brown & Green (2019) demonstrate that well-equipped classrooms greatly contribute to student learning outcomes, underscoring the necessity for greater classroom resources.

Along Available Supplies. The overall mean of 4.65, categorized as “Completely Adequate,” suggests that needed teaching resources are easily available. The outstanding mean for bond paper and flashcards (5.00) shows that basic supplies are well-stocked, which is necessary for effective teaching methods. However, the lower mean for art supplies (4.04) indicates that there is still space for growth in this area. The results showed that the schools should ensure that all types of supplies, including art materials, are appropriately stocked to enable different teaching approaches and student creativity. Furthermore, the availability of needed resources generates a conducive learning environment, which is vital for student involvement and success. Brown & Green (2019) underline the relevance of appropriate resources in promoting a conducive learning environment, complementing the existing findings on the availability of teaching materials. Moreover, Johnson et al. (2020) demonstrate that access to critical supplies positively effects student engagement and learning results, underscoring the importance of resource availability.

Along Available Technology/Instructional Materials. The overall mean of 3.77, described as “Adequate,” indicating that while technology resources are present, there are substantial gaps, particularly with tablets (1.00). This shows a lack of modern technology that is crucial for engaging pupils in a digital learning environment. Implied further, schools should invest in current technology, such as tablets and laptops, to boost digital learning experiences and prepare students for a technology-driven world. Additionally, teachers may require training on how to successfully integrate technology into their teaching practices to maximize its potential for improving

student engagement. These findings corroborated the study conducted by Johnson et al. (2020), which revealed that access to technology greatly effects student engagement and learning outcomes, stressing the need for increased technological resources in schools. Moreover, Alshahrani et al. (2014) support the view that different instructional materials, including technology, are vital for effective teaching and learning.

Table 5 shows the academic performance of the recipients of the National Learning Camp (NLC) along numerical and language.

Table 5
Academic performance of the recipients of The National Learning Camp (NLC)

Range of Scores	*f*	*%*
Numeracy		
25-30	40	52.63
18-24	27	35.53
13-18	6	7.89
4-12	3	3.95
0-6	0	0.00
Mean	23.82	
Descriptive Rating	VS	
B. Language		
25-30	15	19.74
18-24	42	55.26
13-18	15	19.74
4-12	4	5.26
0-6	0	0.00
Mean	20.78	
Descriptive Rating	VS	
Over-all Mean	22.30	
Over-all DR	VS	

Legend: 18.01 – 24.00 Very Satisfactory (VS)

The table reveals that the overall mean score across both topics is 22.30, which is classified as "Very Satisfactory" (VS). This shows that the majority of learners scored well in both numeracy and language. The results demonstrate that the National Learning Camp (NLC) is successful in boosting learners' academic performance, notably in numeracy and language. The high percentage of learners scoring in the higher ranges shows that the curriculum may be successfully addressing learning gaps. The results have consistently indicated that targeted educational interventions, such as summer learning camps and focused tutoring, can considerably improve student outcomes (Smith et al., 2019; Johnson & Lee, 2021). Additionally, Johnson and Lee (2021) discovered that students participating in controlled learning environments during breaks demonstrated increased academic performance, particularly in core abilities like numeracy and literacy. Similarly, Smith et al. (2019) pointed out the value of continual assessment and personalized training in boosting student engagement and achievement.

Along Numeracy. The overall score is 23.82, classified as "Very Satisfactory" (VS). Most of the respondents recorded 25-30 scores (40, 52.63%), indicating a strong performance. While only 3 (3.95%) had a 4-12 score, demonstrating a low number of learners with a very poor performance. This implied further that the majority of learners performed well in numeracy, with over half attaining scores in the highest category. This reflects excellent teaching strategies or resource availability in numeracy education. The availability of resources, such as manipulatives and technology, has been linked to enhanced numeracy skills. A study by Karp et al. (2019) demonstrated that access to quality resources and materials positively influences students' mathematical knowledge and performance. This reinforces the conclusion that the majority of learners performed well in numeracy, showing that resource availability may be contributing to their success.

Along Language. The average score of the respondents is 20.78, also characterized as "Very Satisfactory" (VS). Most of the respondents scored between 18 and 24 (42, 55.26%), demonstrating an average level of performance. While only 4 (5.26%) had a 4-12 score, demonstrating a low proportion of students with a very poor performance. The results revealed that while the performance in language is usually excellent, the smaller

percentage of learners in the highest score range compared to numeracy indicates possible areas for development in language training. Additionally, the language scores suggest a more substantial number of children in the intermediate performance category. This shows a need for specific interventions in language education to improve general literacy abilities. Research demonstrates that focused treatments can dramatically improve learners' linguistic skills. Graham and Perin (2016) highlight the usefulness of writing interventions in boosting students' language performance. This is pertinent to the conclusions that while the overall performance in language is adequate, there is a need for focused interventions to increase literacy skills, particularly for individuals in the moderate performance range.

Table 6.a shows the significant relationship between the profile of the student respondents along age, parents' highest educational attainment, and parents' income and the level of adequacy of resources.

Table 6.a
Relationship between the profile of the students' respondents and their level of adequacy of resources (Spearman Rho)

Profile of the Student Respondents	Level of Adequacy of Resources			
	Books in the Library	Classrooms Utilized	Available Supplies	Available Technology/ Instructional Materials
Age	0.077	0.121	0.123	0.071
Parents' Highest Educational Attainment	0.172	0.132	0.131	0.114
Parents' Income	0.454**	0.293*	0.227*	0.200

* Correlation is significant at 0.05 level
** Correlation is significant at 0.01 level

The correlation analysis table demonstrates that parental income is a significant indicator of the level of adequacy of educational resources available to students. Specifically, the highly significant correlation of 0.454 between parents' income and the availability of books in the library shows that students from higher-income families have better access to critical learning materials. This finding is similar with research by Chiu and Khoo (2018), which indicated that students from rich homes likely to have access to a greater range of educational materials, including books and technology, which in turn increases their academic performance. Similarly, a study by Reardon (2019) highlighted that disparities in family income contribute to unequal access to educational resources, thereby affecting students' learning experiences and outcomes. Furthermore, the positive correlations of 0.293 and 0.227 between parents' income and the adequacy of classrooms utilized and available supplies, respectively, reinforce the notion that financial resources play a critical role in shaping the educational environment. According to a study by Jerrim and Choi (2020), students from higher-income families are more likely to attend well-resourced schools, which provide superior facilities and learning materials. This aligns with the findings of Sirin (2015), who emphasized that socioeconomic status significantly influences educational outcomes, including access to quality resources.

In contrast, the lack of significant correlations between age and parents' highest educational attainment with the level of adequacy of resources suggests that these variables may not be as influential in determining students' access to educational materials. Wang and Degol (2019) discovered that while parental education is crucial, it does not necessarily transfer into better resource availability for students, particularly in low-income environments. Additionally, study by McCoy et al. (2021) found that age alone does not affect resource engagement, as students' needs and access to resources can vary substantially regardless of their age.

Table 6.b. shows the significant relationship between the profile of the student respondents along sex and the level of adequacy of resources. The table revealed that all the correlation coefficients are negative, showing that there is no significant connection between the sex of the student respondents and their level of adequacy of resources. The negative values show that as one variable increases, the other tends to decrease, but the absence of significance implies that these interactions are weak and not statistically important. The data imply that sex does not significantly influence students' involvement with the adequacy of resources. This could mean that both

male and female students have similar access to and utilization of these resources, which is a positive indication of equity in resource allocation. Smith et al. (2018) discovered that while there are differences in how male and female students prefer to use technology, these preferences do not significantly affect their overall engagement with educational materials. Additionally, Johnson & Lee (2020) underlined that socio-economic characteristics, rather than gender, are more predictive of students' access to and engagement with technology in educational contexts. Furthermore, Garcia & Martinez (2021) revealed that both male and female students demonstrated similar levels of engagement with digital learning tools, showing that educational institutions are increasingly giving fair access to resources.

Table 6.b
Relationship between the profile of the students' respondents and their level of adequacy of resources (Point Biserial Correlation)

Profile of the Student Respondents	Level of Adequacy of Resources			
	Books in the Library	Classrooms Utilized	Available Supplies	Available Technology/ Instructional Materials
Sex	-0.101	-0.130	-0.108	-0.120

Table 6.c. shows the significant relationship between the profile of the teacher respondents along age, parents' highest educational attainment, and parents' income and the level of adequacy of resources.

Table 6.c
Relationship between the profile of the teachers' respondents and their level of adequacy of resources (Spearman Rho)

Profile of the Teacher Respondents	Level of Adequacy of Resources			
	Books in the Library	Classrooms Utilized	Available Supplies	Available Technology/ Instructional Materials
Age	0.189	0.717*	0.433	0.567
Teaching Position	0.582	0.207	0.333	0.436
Highest Educational Attainment	0.312	0.761*	0.408	0.757*
No. of Seminars Attended	-0.571	-0.452	-0.655	-0.381
Length of Service	0.539	0.753*	0.650	0.709*

* Correlation is significant at 0.05 level

The analysis of the relationship between teacher profile variables and the level of adequacy of resources available at the school gives valuable insights into how various factors influence resource use. The significant positive connection between age (0.717) and classrooms utilized shows that older teachers may have better access to or involvement with classroom resources. This conclusion fits with study by Kunter et al. (2017), which demonstrates that older teachers often possess a wealth of knowledge that enables them to access and utilize classroom resources more efficiently. Additionally, a study by Hattie (2019) points out that age can correlate with a greater understanding of pedagogical practices, allowing older teachers to harness available resources to improve student learning results.

Additionally, the positive correlation between the highest educational attainment of teachers and both classrooms utilized (0.761) and available technology/instructional materials (0.757) highlights the relevance of educational qualifications in resource engagement. Research by Darling-Hammond (2017) supports this, suggesting that instructors with postgraduate degrees are more likely to employ creative teaching practices and effectively utilize educational resources. Furthermore, a study by Goe (2014) indicated that higher educational attainment is related with a greater likelihood of adopting technology in the classroom, which can enhance the learning experience for students. Moreover, the positive connection between length of service and both classrooms utilized (0.753) and available technology/instructional materials (0.709) implies that more experienced teachers prefer to engage more with these tools. This is reinforced by research from Ingersoll (2016),

which indicates that experienced teachers are often more proficient at incorporating resources into their teaching techniques, leading to greater student engagement and learning results. Additionally, a study by Rockoff (2015) indicated that teachers with longer service records are more likely to develop excellent resource management abilities, which can boost their instructional efficacy.

In contrast, other profile characteristics, such as teaching position and the number of seminars attended, did not demonstrate significant associations with the level of adequacy of resources. This lack of connection shows that things such as official title or professional development opportunities may not directly influence how teachers engage with available resources. Research by Burch and Spillane (2016) reveals that while professional development is crucial, its success often depends on the setting and the individual requirements of the teachers, rather than solely the quantity of training received.

Table 6.d. shows the significant relationship between the profile of the teacher respondents along sex and the level of adequacy of resources.

Table 6.d
Relationship between the profile of the teachers' respondents and their level of adequacy of resources (Point Biserial Correlation)

Profile of the Teacher Respondents	Level of Adequacy of Resources			
	Books in the Library	Classrooms Utilized	Available Supplies	Available Technology/ Instructional Materials
Sex	-0.075	0.475	-0.218	0.608

The data presented suggests that the sex variable did not display any significant correlation with the level of adequacy of resources among the teacher respondents. This finding implies that the gender of teachers may not play a key role in affecting their perceptions or judgments of resource adequacy in educational environments. Driessen (2014) emphasizes that gender inequalities in educational settings generally manifest in teaching styles and classroom management rather than in perceptions of resource adequacy. Driessen's study indicated that both male and female teachers reported similar levels of satisfaction with available resources, showing that gender may not greatly influence how teachers judge the quality of instructional materials and facilities. Furthermore, a study by Keddie (2016) highlights the relevance of gender equality in educational environments, demonstrating that when educational institutions strive for fairness, the discrepancies in resource perception between male and female educators disappear. Keddie contends that when both genders are provided with equal chances and support, their assessments of resources tend to converge, leading to a more unified perspective on resource adequacy.

Table 7.a shows the significant relationship between the profile of the student respondents along age, parents' highest educational attainment, and parents' income and the level of academic performance.

Table 7.a
Significant relationship between the profile of the pupil respondents and the level of academic performance (Spearman Rho)

Level of Academic Performance	Profile of the Student Respondents		
	age	Parents' Educational Attainment	Parents' Income
Numeracy	0.158	0.052	-0.183
Language	0.118	-0.003	0.016

The findings shown in the table demonstrate that the level of academic performance, specifically in numeracy and language, does not exhibit significant correlations with the profile variables of the respondents, including age, parents' educational attainment, and parents' income. This shows that these demographic variables may not have a key role in impacting the academic outcomes of the students in this study. The absence of substantial connection between age and academic performance corresponds with previous studies that have produced inconsistent results regarding the impact of age on educational accomplishment. Hattie (2019)

concluded that while age can influence cognitive development, it does not necessarily correspond with academic performance, since other criteria such as teacher quality and student involvement are more predictive of success. Similarly, Wang et al. (2019) found that age-related variations in academic performance reduce as students proceed through their educational journey, demonstrating that age alone is not a driver of academic achievement.

Additionally, parents' educational attainment and students' level of academic performance also showed no correlation. Research by Davis-Kean (2015) showed that while parental education is commonly associated with children's academic results, the effect might vary greatly based on other mediating factors such as parental participation and socioeconomic position. Furthermore, Choi and Kim (2021) found that the direct influence of parents' educational levels on children's academic performance can be overshadowed by the quality of educational resources and support provided at home, indicating that parental education alone may not be a sufficient predictor of student achievement. Lastly, the findings also imply that parents' income does not significantly connect with students' academic success in numeracy and language. This is similar to the study of Sirin (2015), who stated that while socioeconomic status, which includes income, can impact educational resources and opportunities, its direct effect on academic achievement is generally mediated by other factors such as school quality and community support. Additionally, McCoy et al. (2021) revealed that students from lower-income families can achieve excellent academic performance when supplied with proper support systems, thereby contradicting the concept that income alone influences educational achievements.

Table 7.b shows the significant relationship between the profile of the student respondents along sex and the level of academic performance.

Table 7.b
Significant relationship between the profile of the pupil respondents and the level of academic performance (Point Biserial Correlation)

Level of Academic Performance	Profile of the Student Respondents
	Sex
Numeracy	0.301**
Language	0.267*

* Correlation is significant at 0.05 level
** Correlation is significant at 0.01 level

The findings from table 7.b suggest a significant relationship between the sex of the respondents and their academic performance, specifically in numeracy and language skills. The highly significant correlation of 0.301 between sex and numeracy scores shows that there may be significant differences in how male and female students perform in mathematics. This correlates with the findings of Wang and Degol (2019), who found that boys generally outperform girls in mathematics during early education, a pattern that can be attributed to social expectations and preconceptions around gender roles in STEM disciplines. Similarly, a study by Karp and Hsu (2020) found that male students consistently scored higher in mathematical examinations compared to their female counterparts, corroborating the assumption that gender effects performance in numeracy.

In terms of language skills, the correlation of 0.267 between sex and language scores indicates that gender may potentially play a role in language performance, but to a smaller level than in numeracy. Research by Hyde et al. (2019) confirms this view, as they showed that girls tend to succeed in language arts, typically outperforming boys in reading and writing examinations. Furthermore, a study by McGraw and McCullough (2021) emphasized that girls generally display greater verbal abilities and literacy development, which may lead to their higher performance in language-related tasks. These findings suggest that educational practices should be adjusted to match the individual learning needs and strengths of each gender. For instance, educators can consider providing specific initiatives that encourage girls in improving their mathematics capabilities while simultaneously promoting boys' verbal abilities. By understanding and resolving these gender inequalities, educators may create a more equitable learning environment that promotes academic success for all children.

Table 8 shows the significant relationship between the level of adequacy of resources and the level of academic performance of the respondents.

Table 8
Relationship Between the Level of Adequacy of Resources and The Level of Academic Performance of The Respondents

Level of Academic Performance	Level of Adequacy Resources			
	Books in the Library	Classrooms Utilized	Available Supplies	Available Technology/ Instructional Materials
Numeracy	-0.163	-0.100	-0.067	-0.085
Language	0.150	0.313*	0.320*	0.362*

* Correlation is significant at 0.05 level

The findings from the data suggest a significant correlation between the level of academic performance of the respondents, particularly in language level, and the adequacy of resources. Specifically, the associations between classrooms utilized (0.313), available supplies (0.320), and available technology/instructional materials (0.362) imply that these resources play an essential part in increasing students' language skills. The association of 0.313 between the adequacy of classrooms utilized and language performance highlights the necessity of a suitable learning environment. Research has demonstrated that well-equipped and adequately kept classrooms can dramatically improve student engagement and learning outcomes. Kuhlthau et al. (2015) observed that kids in well-resourced classrooms demonstrated better levels of engagement and academic achievement, particularly in language arts. Similarly, Wang et al. (2019) underlined that classroom environments that support cooperation and contact among students lead to increased language abilities, as students are more likely to participate in discussions and collaborative learning activities.

The association of 0.320 between available supplies and language performance demonstrates that access to suitable educational materials is vital for effective learning. A study by Hattie (2019) underlined that the availability of varied learning materials, such as books and writing instruments, directly influences kids' literacy development. Furthermore, Alshahrani et al. (2014) observed that pupils with access to a variety of educational supplies, including painting and writing tools, exhibited considerable gains in their language skills, as these resources stimulate creativity and expression. The strongest correlation identified was with available technology/instructional materials (0.362), which shows the crucial significance of technology in modern education. Research by Zhao et al. (2022) indicated that the integration of technology in the classroom improved students' language learning experiences by offering dynamic and engaging platforms for practice. Additionally, Smith and Jones (2023) discovered that students who employed educational technology tools, such as language learning apps and online resources, exhibited higher language competence levels compared to those who depended only on traditional techniques. In contrast, the numeracy level did not exhibit significant associations with the adequacy of resources, suggesting that factors driving mathematical performance may differ from those affecting linguistic skills. This finding coincides with research by Boaler (2016), which claims that mathematics understanding is typically more influenced by teaching methods and cognitive processes than by the availability of materials alone.

4. Conclusions

Based on the findings, the following conclusions were drawn:

The pupil respondents possess distinct attributes crucial for their learning engagement and achievement. The teacher respondents' profiles aligned with the study's goals. Resources were deemed "adequate" by both pupil and teacher respondents. Academic achievement in numeracy and language was very satisfactory, particularly in the National Learning Camp (NLC).

Recommendations - To build on these findings, we recommend implementing tailored learning strategies that cater to pupils' diverse attributes. Teachers should continue to receive professional development to enhance their effectiveness. Regular assessments of resource adequacy should be conducted, with investments made in areas needing improvement. Additionally, programs supporting numeracy and language skills should be

maintained and enhanced. Initiatives should be developed to support low-income families, and teachers should adopt inclusive approaches that promote academic achievement for all students. Finally, efforts should focus on improving the quality and availability of resources, particularly language materials, to further boost academic performance. By implementing these recommendations, we can enhance learning outcomes and better support pupils' academic success.

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