

## **The impact of National Learning Camp (NLC) on language development in Grade 7 and 8 students of Biabas Trade High School**

**Zaldy H. Bacus**

Biabas Trade High School  
Ubay, Bohol, Philippines  
Email: zaldybacus30@gmail.com

### **ABSTRACT**

This research study aims to determine the impact of National Learning Camp (NLC) on language development in grade 7 and 8 students of Biabas Trade High School basis for continuance and enhancement program during the academic year 2024-2025. To determine the difference between grade 7 and 8 pretest and posttest, researchers utilized a descriptive survey questionnaire administered to 40 students. The researchers used the Paired Sample T-test to analyze the data gathered. The findings demonstrate the significant positive impact of the National Learning Camp (NLC) intervention on the language development of Grade 7 and 8 students from Biabas Trade High School. The comparison of pretest and posttest scores reveals a substantial improvement, with the mean score increasing from 8.025 to 10.225. The results of the paired t-test, with a t-statistic of -9.691 and a p-value of  $6.18166 \times 10^{-12}$ , confirm that this improvement is statistically significant, allowing us to reject the null hypothesis and conclude that the intervention effectively enhanced students' language development. Furthermore, paired t-test results confirmed the effectiveness of the NLC program, with a t-statistic of -9.691 and a p-value of  $6.18166 \times 10^{-12}$ . Since the p-value is far below the significance threshold of 0.05, the null hypothesis was rejected, indicating a statistically significant difference between the pretest and posttest scores. This result underscores the program's success in enhancing students' language development. Finally, the researchers designed a proposed action plan to address the identified problems.

**Keywords:** National Learning Camp (NLC), language development, paired sample t-test

Date Submitted: July 1, 2025  
Date Accepted: August 2, 2025  
Date Published: August 16, 2025

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DOI: <http://doi.org/10.69651/PIJHSS0403453>

Recommended citation:

Bacus, Z. H. (2025). The impact of National Learning Camp (NLC) on language development in Grade 7 and 8 students of Biabas Trade High School. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (3), 4881-4886. <http://doi.org/10.69651/PIJHSS0403453>

## INTRODUCTION

The goal of the study is to understand and evaluate the significant influence that NLC has on the language development of Biabas Trade High School students in grades 7 and 8. In order to uncover the complexities and insights from the viewpoints of people engaged, this thematic inquiry explores the impact and efficacy of this educational project.

The National Learning Camp (NLC) is a program implemented by the Department of Education (DepEd) in the Philippines. It is designed to address learning gaps and improve student outcomes, particularly in the areas of reading and mathematics for elementary students, and English, science, and mathematics for junior high school students (Department of Education, 2023)

The urgent necessity to assess the impact of National Learning Camp on students' language development at Biabas Trade High School in Biabas, Ubay, Province of Bohol, is the driving force behind this study. Even if they are becoming more and more popular as a way to alleviate educational inequality, empirical data about their true advantages and difficulties are still required. Determining the program's advantages, disadvantages, and possible areas for development requires an understanding of the viewpoints of both learner participants and National Learning Camp (NLC).

Despite the implementation of various educational reforms and programs, language proficiency, particularly in English, remains a significant challenge for many Filipino students, including those in Biabas Trade High School. While the National Learning Camp (NLC) offers a promising avenue for enhancing language skills, its specific impact on the language development of Grade 7 and 8 students in this particular school remains largely unexplored.

### Statement of the problem

To determine the impact of the National Learning Camp (NLC) on the language development of Grade 7 and 8 students of Biabas Trade High School the research objectives are as follows:

1. Evaluate students in Grades 7 and 8 on their reading, writing, speaking, and listening abilities before to NLC.
2. Assess how much students in Grades 7 and 8 have improved their language skills as a result of taking the NLC.
3. Determine which particular elements of the NLC improved or did not promote language development.
4. Find out how the students feel about the NLC's ability to improve their language proficiency.
5. Offer suggestions for enhancing the NLC program to optimize its influence on language development.

## METHODOLOGY

The study employed a quantitative research design to determine the impact of the National Learning Camp (NLC) on the language development of Grade 7 and Grade 8 students.

Specifically, a descriptive survey method was used to evaluate the differences between the results of the pretest and posttest. This approach was chosen because it allowed the researchers to measure and compare actual student performance before and after the intervention. Random sampling was employed to select participants fairly and objectively, ensuring that each student had an equal chance of being included in the study. By using this technique, the researchers sought to minimize bias and improve the reliability of the findings.

The research was conducted at Biabas Trade High School, situated in Biabas, Ubay, Bohol, which served as the study locale. This institution was deliberately selected as it provided an accessible population of students suitable for the objectives of the research. The respondents consisted of forty (40) students from the said school, who represented the target group for the investigation. Their participation enabled the researchers to gather the necessary data that reflected the effectiveness of the NLC program on language development.

The main instrument used in this study was a pretest and posttest questionnaire. This tool consisted of sixteen (16) carefully crafted items that were designed and modified to suit the specific needs of the research. The instrument was first pilot tested to establish its reliability, stability, and validity, thereby ensuring that it could accurately measure the intended variables. After the administration of the pretest and posttest, the researchers personally retrieved the completed questionnaires from the respondents to maintain the integrity of the data collection process. The responses were then tallied, tabulated, and prepared for analysis. These scores formed the primary data source for determining whether the NLC program significantly enhanced the language development of the students.

To analyze the data, statistical treatment was employed to arrive at valid conclusions. The Paired Sample T-test was utilized to determine the significant differences between the pretest and posttest results. This test was deemed appropriate since it is designed to compare two related sets of scores, specifically measuring whether improvements after an intervention are statistically significant. The formula used for computation was  $t = d / \sqrt{((nd^2 - (d)^2) / (n - 1))}$ , where  $d$  represents the difference per paired value and  $n$  signifies the number of samples. The application of this statistical tool provided an accurate assessment of whether the observed improvements in language development were due to the NLC intervention rather than by chance.

The study was carried out with due regard for ethical considerations. The respondents participated voluntarily, and the researchers ensured that the purpose of the study was clearly explained prior to the conduct of the pretest and posttest. Confidentiality of the students' responses was maintained throughout the process, and the data gathered were used solely for research purposes. By adhering to these ethical standards, the study protected the rights and welfare of the participants while maintaining the credibility and integrity of the findings.

## RESULTS AND DISCUSSION

The study involved forty (40) Grade 7 and Grade 8 students from Biabas Trade High School in Biabas, Ubay, Bohol, who were randomly selected to participate in the National Learning Camp (NLC). Using a quantitative descriptive design with pretest and posttest questionnaires, the researchers gathered data to measure the impact of the program on language development. The Paired Sample T-test was employed to analyze the differences between the

pre-intervention and post-intervention scores, with the aim of determining whether the NLC significantly improved the students' performance.

The results revealed a clear improvement in the students' language development following the intervention. The mean score in the pretest was 8.025, which reflects a moderate level of proficiency prior to the implementation of the program. The variance of 3.666 indicated relatively uniform performance among the students at this stage, suggesting that most respondents began the study with similar language development levels. These findings highlighted the necessity of implementing the NLC as a targeted intervention to strengthen students' foundational skills.

Following the program, the posttest results demonstrated a notable increase in performance, with the mean score rising to 10.225. This improvement signifies that the NLC intervention positively influenced the students' language development. Interestingly, the variance in the posttest scores increased to 6.384, indicating greater variability in individual progress. While this shows that most students benefitted from the program, it also suggests that the extent of improvement differed among participants, with some achieving higher gains than others.

The statistical analysis confirmed the significance of these improvements. The paired t-test produced a t-statistic of -9.691 with a two-tailed p-value of  $6.18166 \times 10^{-12}$ , which is substantially below the 0.05 significance level. This extremely low p-value allowed the researchers to reject the null hypothesis, thereby establishing that the difference between the pretest and posttest scores was statistically significant. The Pearson correlation coefficient of 0.826 further underscored the strong relationship between the paired values, reinforcing the reliability of the results.

The findings underscore the effectiveness of the NLC in enhancing language development among the students. The moderate pretest performance highlighted the urgent need for such interventions, while the significant posttest improvement validated the program's capacity to address learning gaps. However, the wider variability in posttest scores points to the need for differentiated instruction and targeted support for students who exhibited limited progress. Addressing these differences could ensure that all learners benefit equitably from the program.

Overall, the study demonstrates that the National Learning Camp is a valuable intervention for improving the language skills of junior high school students. Its statistically significant impact justifies the continuation and potential enhancement of the program. Future efforts may include sustained monitoring through periodic assessments, refinement of instructional strategies, and additional support for learners requiring more focused interventions. By strengthening these aspects, the NLC can further maximize its effectiveness and ensure that language development support is accessible and beneficial to a broader range of students.

## CONCLUSION

The findings of this study clearly demonstrate the significant positive impact of the National Learning Camp (NLC) on the language development of Grade 7 and 8 students from Biabas Trade High School. The comparison of pretest and posttest scores revealed a substantial improvement, with the mean score increasing from 8.025 to 10.225. This notable progress

underscores the success of the intervention in addressing existing gaps in students' language skills. Statistical analysis further validated this improvement, as the paired t-test produced a t-statistic of -9.691 with a p-value of  $6.18166 \times 10^{-12}$ , far below the 0.05 significance threshold. These results confirmed that the difference between the pretest and posttest scores was statistically significant, thereby allowing the rejection of the null hypothesis and affirming that the NLC effectively enhanced the participants' language development.

The results highlight that while students initially performed at a moderate level, the intervention succeeded in elevating their skills. At the same time, the increase in variance from 3.666 in the pretest to 6.384 in the posttest suggests that although the majority benefitted, the extent of improvement varied among individuals. This indicates the importance of differentiated support to ensure that all students, including those who exhibited limited progress, are able to benefit equitably from the program. The findings thus emphasize both the effectiveness of the NLC and the need for refinements that address diverse learning needs.

In light of these outcomes, the study recommends the continuation and expansion of the NLC program as a proven intervention for fostering language development in junior high school students. To strengthen its sustainability and impact, periodic monitoring through pretests and posttests should be institutionalized to track progress and inform improvements. Moreover, targeted interventions such as individualized learning plans, small-group tutorials, or supplementary instructional resources should be provided to students who require additional support. The adoption of differentiated instructional strategies is also necessary to respond to the varied learning abilities and paces observed in the posttest results.

Enhancing the program further entails the incorporation of additional learning resources, including workbooks, multimedia materials, and digital platforms, to create a more engaging and comprehensive learning experience. By integrating these recommendations, the NLC can maximize its effectiveness and ensure that its benefits reach all learners. Overall, the findings validate the program as a vital tool for improving language development, while the suggested enhancements point to its potential for long-term sustainability as a key educational intervention.

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