

**ASSESSING THE NATIONAL LEARNING CAMP (NLC) AS  
AN INTERVENTION FOR NON-READERS**

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**ABSTRACT**

*Making a country strong and successful depends entirely on students' literacy and numeracy skills. These are the foundations for having a highly effective human capital pool. In addition to providing individuals with the critical thinking skills required for informed civic engagement and improved societal outcomes, these are crucial for developing a competitive, high-productivity workforce capable of economic innovation and global participation. As a result, strengthening these fundamental disciplines directly accelerates the generation of national wealth and fosters long-term social equality. National Learning Camp (NLC) as one of the initiatives of the Department of Education seeks to reduce the achievement gap among students pre and post pandemic. This study primarily focused on assessing the NLC as a reading intervention program for non-readers on the areas of participation of learners and teachers, engagement of stakeholders, and strategies used by teachers and utilization of materials. It revealed that NLC, as a mediation program, was successfully implemented and widely endorsed by both parents and teachers, indicating success across all metrics in addition to high student participation and effective teaching. Despite its overall approval, there was a significant difference in how teachers and parents rated the program's effectiveness, specifically pointing to alignment in expectations and shared feedback systems. It also showcased that NLC can be both an effective remedy for addressing literacy deficits and NLC as a reinforcement for those who already reached near-mastery. The author proposed an enhancement program with targeted activities in order to enhance and stabilize NLCs implementation and ultimately improve student outcomes.*

## INTRODUCTION

A country's progress is closely linked to the quality of its educational system, particularly in ensuring that learners acquire essential literacy and numeracy skills. These foundational competencies significantly influence students' academic success and life-long learning. Literacy goes beyond basic reading and writing, encompassing the ability to analyze, connect, and apply knowledge in real-life contexts, while numeracy involves interpreting quantitative information and applying mathematical concepts in everyday situations (Maguate et al., 2024).

The Philippines' participation in the Programme for International Student Assessment (PISA) 2018 revealed alarming results in reading and mathematics. Filipino learners scored significantly below the OECD average, with reading and mathematics scores of 340 and 353, respectively, compared to OECD averages of 487 and 489. These results indicate substantial learning gaps and highlight the urgent need for effective interventions to improve literacy and numeracy outcomes (Maguate et al., 2024).

This trend is further reflected in national data showing that 20.1 million Filipinos experience comprehension difficulties (Schleicher, 2019). The COVID-19 pandemic exacerbated these challenges by reducing learner motivation and engagement, particularly in reading comprehension. Teachers have observed persistent comprehension difficulties among learners, reinforcing the need for targeted and timely interventions within the Philippine education system (Decena, 2021; Soria, 2024).

Reading remains a fundamental skill that enables learners to access knowledge, develop critical thinking, and engage meaningfully with the world. Reading comprehension, in particular, is an active and complex process that requires learners to connect prior knowledge with new information. As educational demands evolve, the Philippine educational system must adapt instructional strategies to strengthen learners' reading proficiency, especially in the early grades (Soria, 2024).

In response to these challenges, the Department of Education introduced various reforms, including the National Learning Camp (NLC) through DepEd Order No. 14, s. 2023. The NLC aims to address learning gaps by providing enhancement, consolidation, and intervention camps designed to improve learners' academic performance, particularly in reading. This initiative also supports teacher collaboration and professional development, contributing to improved teaching effectiveness and student outcomes (DepEd, 2023; Virtus et al., 2023; Dueppen & Hughes, 2018).

In this context, the present study assessed the National Learning Camp as an intervention for Grade 2 non-readers at San Antonio Elementary School, serving as a basis for program enhancement. The study primarily benefits learners with reading difficulties by identifying areas for improvement in program implementation. It also provides school administrators with valuable indicators for monitoring and strengthening the NLC to better address diverse learner needs. The respondents included Grade 2 and Grade 3 teachers and parents of struggling Grade 2 readers, with all ethical and safety protocols strictly observed during the conduct of the study.

## STATEMENT OF THE PROBLEM

This study aimed to assess the National Learning Camp (NLC) as an intervention among grade 2 non-readers in San Antonio Elementary School which will be the basis for adoption as a localized program. Specifically, it sought answers to the following questions:

1. What is the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program among non-readers in San Antonio Elementary School in terms of:
  - 1.1 participation of learners
  - 1.2 engagement of stakeholders

- 1.3 participation of teachers
- 1.4 strategies used by teachers
- 1.5 utilization of materials
2. What is the significant difference between the assessment of Grade two and three teachers and Grade two parents on the National Learning Camp (NLC) as a reading intervention program?
3. What are the pretest and post-test scores in Comprehensive Rapid Literacy Assessment (CRLA) before and after the NLC intervention program of Grade two and Grade three students from SY 2022-2023 and SY 2023-2024?
4. What is the significant difference between the pretest and post-test scores of Grade two and Grade three students for SY 2022-2023 and SY 2023-2024?
5. Based on the results, what is the proposed adoption as a localized program?

## METHODOLOGY

The study employed a quantitative descriptive research design to describe and assess the implementation of the National Learning Camp (NLC) without establishing cause-and-effect relationships. Data were gathered through a survey questionnaire administered to Grade 2 and Grade 3 teachers and parents of struggling Grade 2 readers at San Antonio Elementary School.

The study employed purposive sampling, involving 35 Grade 2 and Grade 3 teachers and 75 parents of Grade 2 non-readers who participated in the National Learning Camp at San Antonio Elementary School during School Year 2023–2024. The inclusion criteria were Grade 2 and Grade 3 teachers who were actively teaching during SY 2023–2024 and parents of Grade 2 learners identified as non-readers who participated in the National Learning Camp. The exclusion criteria included teachers who did not teach in Grades 2 or 3, teachers who were not teaching during SY 2023–2024, and parents who did not have Grade 2 children struggling in reading. Ethical safeguards, fairness, and participant safety were strictly observed throughout the conduct of the study.

The primary instrument was a survey questionnaire adapted from Virtus, Delgado, and Maranan (2023), with separate forms for teachers and parents. It measured learner participation, stakeholder engagement, teacher participation, instructional strategies, and use of learning materials using a four-point Likert scale. The study also utilized the Comprehensive Rapid Literacy Assessment to determine learners' reading proficiency levels. Reliability testing yielded a Cronbach's alpha of 0.943, indicating excellent internal consistency.

Permission was obtained from the Division Superintendent and school principal before conducting the study. Orientations for teachers and parents were held to explain the study and secure informed consent. Questionnaires were administered and retrieved within three weeks, with strict adherence to data privacy and ethical standards.

## RESULTS AND DISCUSSION

### **Assessment of Grade Two and Three Teachers and Grade Two Parents of Non-readers on the National Learning Camp (NLC) as a Reading Intervention Program among Non-readers in San Antonio Elementary School**

#### **1.1 Participation of Learners**

This table presents the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program in terms of participation of learners.

**Table 2**

*Assessment of Grade Two and Three Teachers and Grade Two Parents on NLC in terms of Participation of Learners*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
1. The learners participate actively in the activities during the NLC.	3.34	very high extent	3.44	very high extent
2. The learners are excited to learn during the NLC.	3.14	high extent	3.43	very high extent
3. There are noticeable positive changes in their eagerness to learn during the NLC.	3.29	very high extent	3.49	very high extent
4. The participation of the learners can greatly improve their performance in reading.	3.40	very high extent	3.72	very high extent
5. The experience the learners gained are very helpful in their difficulties they encounter in reading.	3.46	very high extent	3.65	very high extent
<b>Grand Mean</b>	<b>3.33</b>	<b>very high extent</b>	<b>3.55</b>	<b>very high extent</b>

Legend: Very high extent 3.26-4.00; High extent 2.51-3.25; Low extent 1.76-2.50; Very low extent 1.00-1.75

The grand mean for teachers is 3.33 and 3.55 for parents, both interpreted as very high extent. For the teachers, all the statements have an interpretation of very high extent except for statement 2, with a mean of 3.14 interpreted as high extent. For the parents, all statements have an interpretation of very high extent. Parents have a slightly higher rating than teachers. It means that parents may be seeing or observing more obvious changes at home in terms of their children's attitude or behavior when it comes to reading. Both parents and teachers believe that NLC is effective and can be a strong reading program for the students' reading development.

On the part of the teachers, teachers have observed that the students have participated well during NLC. The highest mean is 3.46 (statement 5), wherein the learners gain experience that address their reading difficulties while the lowest is 3.14 (statement 2) which is at high extent. This means that the participation of the learners as seen by the teachers is generally high, however, there is still a need to further enhance the engagement level of some of the learners.

On the part of the parents, the highest mean is 3.72 (statement 4), in which they believe that by participation in NLC, it can improve their reading performance. Parents see that NLC is a good program that can positively impact the learners' reading abilities and enthusiasm for learning.

## 1.2 Engagement of Stakeholders

This table presents the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program in terms of engagement to stakeholders.

**Table 3**

*Assessment of Grade Two and Three Teachers and Grade Two Parents on NLC in terms of Engagement to Stakeholders*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
1. Students have taken an active role in the National Learning Camp's approach as a reading intervention program.	3.40	very high extent	3.64	very high extent
2. Parents and guardians have embraced the NLC approach to help their children who are struggling non-readers.	3.37	very high extent	3.64	very high extent
3. The goals and activities of the National Learning are properly communicated with everyone involved.	3.54	very high extent	3.63	very high extent
4. The National Learning Camp's strategy for including other stakeholders such as parents and guardians can be a venue to seek suggestions for the program's improvements.	3.43	very high extent	3.69	very high extent
5. Initiatives or plans are in place to guarantee that the National Learning Camp's methodology continues after its initial phase of deployment.	3.43	very high extent	3.63	very high extent
Grand Mean	3.43	very high extent	3.65	very high extent

Legend: Very high extent 3.26-4.00; High extent 2.51-3.25; Low extent 1.76-2.50; Very low extent 1.00-1.75

The grand mean for teachers is 3.43 and 3.65 for parents, with an interpretation of very high extent. All the statements for both teachers and parents have an interpretation of very high extent. This means that for the teachers, they see the program as well-communicated and supportive of the students especially the non-readers. Parents recognize that they have a crucial role in the program as just like the teachers support the students' reading development.

The highest mean is 3.69 (statement 4). The NLC's inclusion of other stakeholders such as parents and guardians can be a venue to seek suggestions for the program's improvements. Parents are happy they part of the program, as the school seek their suggestions the further improve the said intervention. The lowest mean is 3.63 (statements 3 and 5). Proper communication of goals and activities and also initiatives or plans to sustain NLC after initial deployment are in place. Parents generally see these as positive but are somewhat less enthusiastic as compared to their role in giving suggestions. Thus, there is a need for continuous parent orientation to keep them informed on the long-term plans with regard to NLC as a reading intervention.

### 1.3 Participation of Teachers

This table presents the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program in terms of participation of teachers.

**Table 4**

*Assessment of Grade Two and Three Teachers and Grade Two Parents on NLC in terms of Participation of Teachers*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
1. The teachers have been cooperative in the conduct of the NLC.	3.71	very high extent	3.83	very high extent
2. The teachers have devoted so much effort during the NLC.	3.69	very high extent	3.81	very high extent
3. The teachers have no complaints with how NLC was conducted.	3.43	very high extent	3.52	very high extent
4. The teachers are happy and satisfied with the realization of the objectives of the NLC.	3.46	very high extent	3.77	very high extent
5. The teachers are willing to participate again in the NLC Program.	3.31	very high extent	3.71	very high extent
<b>Grand Mean</b>	<b>3.52</b>	<b>very high extent</b>	<b>3.73</b>	<b>very high extent</b>

Legend: Very high extent 3.26-4.00; High extent 2.51-3.25; Low extent 1.76-2.50; Very low extent 1.00-1.75

The grand mean for teachers is 3.52 and 3.73 for parents, with an interpretation of very high extent. Likewise, all the statements have an interpretation of very high extent. Both groups rated the participation of teachers positively with parents' ratings that are seen as higher than the teachers themselves. Parents observe that the teachers are very committed and enthusiastic with the implementation of the programs. This also manifests the teachers' efforts which are highly visible with the parents.

The highest mean for teachers is 3.71 (statement 1) which indicates that the teachers have been cooperative in the conduct of the NLC. The teachers themselves feel that they are cooperative and work towards the attainment of the program's objectives. The lowest mean is 3.31 (statement 5). This may be seen as the teachers have been exerting too much effort so that they may experience some kind of fatigue, that may be affecting their future participation.

For the parents, the highest mean is 3.83 (statement 1). They observe that the teachers have been cooperative in the conduct of the NLC. Parents very much appreciate the cooperation of the teachers which further attest the parents' trust on the teachers' commitment to help their children in reading development. The lowest mean is 3.52 (statement 3). The teachers have no complaints with how NLC was conducted. Although with very high extent, this low score indicates that parents feel that teachers may still have some minor issues, maybe on scheduling or some other details of the program.

#### **1.4 Strategies used by Teachers**

This table presents the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program in terms of strategies used by teachers.

**Table 5**

*Assessment of Grade Two and Three Teachers and Grade Two Parents on NLC in terms of Strategies of Teachers*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
1. Teachers modified their methods to conform to the NLC's methodology.	3.46	very high extent	3.63	very high extent
2. Teachers worked together to exchange best practices or effective approaches.	3.54	very high extent	3.77	very high extent
3. Teachers encouraged efficient teaching methods and improved the classroom atmosphere as a whole.	3.57	very high extent	3.77	very high extent
4. Teachers used techniques to make learning enjoyable and interesting for students.	3.63	very high extent	3.81	very high extent
5. Teachers made learning experiences for students' fun and interesting.	3.69	very high extent	3.81	very high extent
<b>Grand Mean</b>	<b>3.58</b>	<b>very high extent</b>	<b>3.76</b>	<b>very high extent</b>

Legend: Very high extent 3.26-4.00; High extent 2.51-3.25; Low extent 1.76-2.50; Very low extent 1.00-1.75

The grand mean for teachers is 3.58 and 3.76 for parents interpreted as very high extent. All the statements for both teachers and parents have an interpretation of very high extent. This means that the teachers are very active in implementing the NLC. The parents appreciate the teachers' approaches which are probably seen in their children's enthusiasm in learning at home.

The highest mean for teachers is 3.69 (statement 5). They make learning fun and enjoyable for students. While the lowest mean is 3.46 (statement 1). Although the rating is still high, this suggests that teachers still need more training to ensure that their approaches fully maintain alignments with the NLC implementation.

On the part of the parents, the highest mean is 3.81 (statements 4 and 5). This means that parents strongly appreciate the efforts of teachers to make learning fun. The lowest mean is 3.63 (statement 1). This means that parents observe that teachers are taking it slowly to modify their approaches to fit the NLC methodology.

### 1.5 Utilization of Materials

This table presents the assessment of Grade two and three teachers and grade two parents of non-readers on the National Learning Camp (NLC) as a reading intervention program in terms of utilization of materials.

**Table 6**

*Assessment of Grade Two and Three Teachers and Grade Two Parents on NLC in terms of Utilization of Materials*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
1. There are adequate workbooks and other learning materials during the NLC.	3.29	very high extent	3.43	very high extent
2. The learning materials are appropriate for the students.	3.11	high extent	3.56	very high extent
3. The lessons are sufficient in the conduct of the NLC.	3.34	very high extent	3.55	very high extent
4. There are no difficulties encountered by	3.14	high extent	3.49	very high extent

the learners and teachers in accessing the learning materials.

5. The learning materials are available and are ready to be used by the students during the NLC.	3.23	high extent	3.60	very high extent
Grand Mean	3.22	high extent	3.53	very high extent

Legend: Very high extent 3.26-4.00; High extent 2.51-3.25; Low extent 1.76-2.50; Very low extent 1.00-1.75

The grand mean for teachers is 3.22 interpreted as high extent and 3.53 for parents interpreted as very high extent. The teachers are slightly less satisfied as compared to the parents who see that availability and use of learning materials are more favorable. Additionally, parents may observe that their children have materials like workbooks that they use. With this in mind, parents are confident that there is adequacy of learning materials.

The highest mean for teachers is 3.34 (statement 3). The lessons are sufficient in the conduct of the NLC. The lowest mean is 3.11 (statement 2). The teachers believe that some of the materials are less aligned with the needs of the students.

The highest mean for parents is 3.60 (statement 5). Parents believe that learning materials are available for NLC implementation. While the lowest mean is 3.43 (statement 1). Parents see that there is sufficient supply of materials but do not have enough information of how materials are distributed and accessed by the students.

This table presents the grand summary of indicators in the implementation of NLC.

**Table 7**

*Summary of Indicators in the Implementation of NLC*

Description	Teachers		Parents	
	Mean	Interpretation	Mean	Interpretation
Participation of Learners	3.33	very high extent	3.55	very high extent
Engagement of Stakeholders	3.43	very high extent	3.65	very high extent
Participation of Teachers	3.52	very high extent	3.73	very high extent
Strategies Employed by Teachers	3.58	very high extent	3.76	very high extent
Utilization of Learning Materials	3.22	high extent	3.53	very high extent
Overall Mean	3.42	very high extent	3.64	very high extent

Both groups' mean ratings suggest high implementation (Teachers = 3.42; Parents = 3.64). This shows that the NLC initiative was well-received and executed.

The “Strategies Employed by Teachers” had the highest mean ratings from teachers (3.58) and parents (3.76), indicating that these approaches were consistently used. Teachers employ effective techniques to improve students' reading skills during NLC sessions. Moreover, both groups also rated “Participation of Teachers” (3.52; Parents = 3.73) and “Engagement of Stakeholders” (3.43; Parents = 3.65) highly. These ratings show active teacher involvement and excellent stakeholder collaboration, especially parents, who acknowledged their vital role in aiding learners. High parent evaluations in these areas may indicate good home-school communication and cooperation during the implementation.

“Participation of Learners” received high evaluations (Teachers = 3.33; Parents = 3.55), indicating that students were engaged and receptive. Parents offered somewhat higher ratings than teachers, maybe because they saw more enthusiasm and development at home or valued the program's impact on their children's reading development.

According to Virtus et al. (2023), their study examined the National Learning Camp (NLC)'s whole-school strategy and student achievement and involvement. Responders' involvement in the NLC's

whole-school strategy improved learning. The involvement established teaching methods and thoroughly utilized learning materials.

Morales and Olua (2024) the consolidation camp was the most well-executed component of the national learning camp. To improve teamwork and reinforce students' understanding of key concepts, teachers participated in group activities. Another is that there is a relationship between the profile elements and the degree of practice using the National Learning Camps.

### **Significant Difference between the Assessment of Grade Two and Three Teachers and Grade Two Parents on the National Learning Camp (NLC) as a Reading Intervention Program**

This table presents the significant difference between the assessment of grade two and three teachers and grade two parents on the National Learning Camp as a reading invention.

**Table 8**

*Significant Difference between the Assessment of Grade Two and Three Teachers and Grade Two Parents on the NLC as a Reading Intervention*

	NLC Indicators	T	df	Sig.	Decision H0	Interpretation
1.	Participation of Learners	-2.358	67.522	0.021	reject	Significant
2.	Engagement of Stakeholders	-2.461	67.916	0.016	reject	Significant
3.	Participation of Teachers	-2.602	108	0.011	reject	Significant
4.	Strategies Employed by Teachers	-2.286	62.411	0.026	reject	Significant
5.	Utilization of Learning Materials	-2.589	57.786	0.012	reject	Significant

The t-values of -2.358 (sig. at  $0.021 < 0.05$ ) for participation of learners; -2.461 (sig. at  $0.016 < 0.05$ ) for engagement of stakeholders; -2.602 (sig. at  $0.011 < 0.05$ ) for participation of teachers; -2.286 (sig. at  $0.026 < 0.05$ ) for strategies employed by teachers; and -2.589 (sig. at  $0.012 < 0.5$ ) for utilization of learning materials indicate that all these indicators show a significant difference between the assessments of teachers and parents. Thus, the null hypothesis is rejected.

Parents have consistently rated the indicators higher than the teachers, which means that parents are very positive about the overall program. Teachers have slightly lower ratings than parents because they are more exposed the actual implementation which can raise some operational challenges or issues in strategy implementation. This also highlights the perspectives of teachers and parents based on their role in the NLC implementation. The teachers are the implementers while the parents are the supporter-observers of the program.

### **Pretest and Post-Test Scores in Comprehensive Rapid Literacy Assessment (CRLA) Before and After the NLC Intervention Program of Grade Three Students from SY 2022-2023 and SY 2023-2024**

This table shows the pretest and post scores in Comprehensive Rapid Literacy Assessment (CRLA) before and after the NLC intervention program of Grade Two and Grade Three Students for SY 2022-2023.

**Table 9**

*Pretest and Post-test Scores in Comprehensive Rapid Literacy Assessment (CRLA) before and after the National Learning Camp Intervention Program of Grade Two and Grade Three Students for SY 2022-2023*

		Grade Description				Total
		full refresher	moderate refresher	light refresher	grade ready	
<b>Grade Two</b>						
Pretest	Learners	25	24	199	381	629
	Percent	4.0%	3.8%	31.6%	60.6%	100.0%
Post-test	Learners	29	58	205	337	629
	Percent	4.6%	9.2%	32.6%	53.6%	100.0%
<b>Grade Three</b>						
Pretest	Learners	9	13	82	440	544
	Percent	1.7%	2.4%	15.1%	80.9%	100.0%
Post-test	Learners	11	11	47	475	544
	Percent	2.0%	2.0%	8.6%	87.3%	100.0%

### *Grade Two*

The pretest scores for SY 2022-2023 show that majority of the learners are classified as grade ready or 60.6% which means that more than half have already achieved adequate readiness even before the

NLC program intervention. There are 31.6% of the learners who under the light refresher category which need minimal support. About 3.8% needs moderate refresher and 4.0% needs full refresher which indicate that only a small group of learners need the NLC program.

For the post-test results, it is revealed that for the grade ready group, the percentage decreased from 60.6% to 53.6% while the light refresher group slightly increased from 31.6% to 32.6%. The moderate refresher group increased significantly from 3.8% to 9.2%. Learners who need full refresher also increase from 4.0% to 4.6% after the NLC program implementation.

### *Grade Three*

The results of the pretest and post-test scores indicate marked improvements after the NLC intervention for SY 2022-2023. The percentage of grade ready learners increased from 80.9% to 87.3%, which shows that 35 more students have achieved appropriate grade-level literacy. There was also a notable decrease in the light refresher learners from 15.1% to 8.6% which highlights the NLC's effectiveness.

The slight increase in full refresher learners from 9 to 11 and the minimal decrease in moderate refresher learners from 13 to 11 means that a few students need more intensive intervention.

This table shows the pretest and post scores in Comprehensive Rapid Literacy Assessment (CRLA) before and after the NLC intervention program of Grade Three Students for SY 2023-2024.

**Table 10**

*Pretest and Post-test Scores in Comprehensive Rapid Literacy Assessment (CRLA) before and after the National Learning Camp Intervention Program of Grade Two and Grade Three Students for SY 2023-2024*

		Grade Description				Total
		full refresher	moderate refresher	light refresher	grade ready	
<b>Grade Two</b>						
Pretest	Learners	21	28	190	460	699
	Percent	3.0%	4.0%	27.2%	65.8%	100.0%
post-test	Learners	26	57	202	414	699
	Percent	3.7%	8.2%	28.9%	59.2%	100.0%
<b>Grade Three</b>						
Pretest	Learners	0	5	40	588	633
	Percent	0%	0.8%	6.3%	92.9%	100.0%
post-test	Learners	0	3	39	591	633
	Percent	0%	0.5%	6.2%	93.4%	100.0%

### *Grade Two*

The pretest scores for SY 2023-2024 reveal that majority of the grade two learners or 65.8% are already classified as grade ready while 27.2% are under the light refresher category which means about one fourth of the learners need minimal support to go to the next level. Only a small group of learners need extensive intervention, with 4.0% for moderate refresher 4.0%, and full refresher with 3.0%.

With regard to the post-test results, it is revealed that grade ready learners slightly decreased to 59.2% while the moderate refresher group increased from 4.0% to 8.2% and the light refresher group from 27.2% to 28.9%. The full refresher group shows a slight increase from 3.0% to 3.7%.

### *Grade Three*

The results from SY 2023-2024 show that that majority of the students were already in grade ready even before the NLC intervention, with 92.9%. The post-test results show a slight increase to 93.4%, with an increase of 3 learners. Additionally, the number of moderate and light refresher students decreased slightly, which means that the role of NLC is more of an enrichment program instead of an intervention.

There were no students in the full refresher from the beginning which means that the students have a strong foundation in reading prior to the intervention. The results also suggest that despite the very minimal improvements after the NLC implementation, it helped in maintaining the high literacy levels of the grade three students.

### **Significant Difference between the Pretest and Post-Test Scores of Grade Three Students for SY 2022-2023 and SY 2023-2024**

This table shows the significant difference between the pretest and post-test scores of grade two and grade three students for SY 2022-2023 and SY 2023-2024.

**Table 11**

*Significant Difference in the Pretest and Post-test Scores in Comprehensive Rapid Literacy Assessment (CRLA) for SY 2022-2023 and SY 2023-2024*

School Year	Chi square Value	Df	Sig.	Decision H0	Interpretation
<b>Grade Two</b>					
SY 2022-2023	17.179	3	0.001	reject	Significant
SY 2023-2024	13.214	3	0.004	reject	Significant
<b>Grade Three</b>					
SY 2022-2023	11.202	3	0.011	reject	Significant
SY 2023-2024	0.52	3	0.771	accept	not significant

*Grade Two*

The chi-square value of 17.179 (sig. at 0.001 < 0.05) show that there is a significant difference in the pretest and post-test scores of learners in CRLA for SY2022-2023. The null hypothesis is rejected. This means that the learners’ levels of proficiency are significantly different from each other.

The chi square value of 13.214 (sig. at 0.004 < 0.05) show that there is a significant different in the pretest and post-test scores of learners in CRLA for SY 2023-2024. The null hypothesis is rejected.

Both school years have significant differences which means that the NLC has significantly improved the learners’ performance as shown by the scores in CRLA.

*Grade Three*

The chi-square value of 11.202 (sig. at 0.011<0.05) indicates that there is a significant difference between the pretest and post-test scores of grade three students for SY 2022-2023. The null hypothesis is rejected. This result is aligned with the previous results wherein a number of learners have gained improvements from refresher to grade ready after the NLC implementation.

The chi-square value of 0.520 (not sig. at 0.771>0.05) means that there is no significant difference between the pretest and post-test scores of grade three students for SY 2023-2024. The null hypothesis is accepted. As previously seen, majority of the students were already grade ready even before the implementation of the NLC.

**Proposed Program Enhancement**

In view of the aforesaid concerns, an Action Plan was made based on the areas of concerned, specific competencies, objectives, target time frame, resources, delivery mode, number of participants, budget and success indicators. Therefore, these action plan will facilitate the implementation of the National Learning Camp.

Implementation for Sustained Excellence)	Delivery Mode/ Strategies	Number of Participants	Budget	Success Indicator
1. Kit-Check System: Every classroom receives a pre- vetted, complete resource kit before Day 1	-Weekly audits are conducted by the inventory manager/ head	All concerned teachers; inventory manager/ head	P100,000 for cost for kit organization/ packaging, inventory software and materials	90-100% teacher sign-off on material adequacy and readiness by the end of time; rating on the final survey for "appropriateness" and "adequacy" of all learning materials
2. Final inventory audit and distribution across sites	-Teacher-led verification of material adequacy and appropriateness	All students		80-90% inter-rater agreement on student placement
3. Standardized test administration and scoring calibration workshop				

*Camp (NIC)—NIC RISE (Refined Implementation, for Sustained Excellence)*

Target Time Frame	Resources	Delivery Mode/ Strategies	Number of Participants	Budget	Success Indicator
Quarter 1 and 2	Localized multi-sensory phonics kits, decodable readers (local context), offline phonics software	Intensive small-group instruction (1:5 F-S Ratio), daily 30-min intervention block	10% of total enrolment	P50,000.00 for kit printing & reproduction cost	50% reduction shifting to moderate refresher status by December 2026
Quarter 1 and 3	Localized graded readers, vocabulary builder workbooks, strategy graphic organizers	Guided reading (comprehension monitoring), paired reading, contextualized vocabulary drill	25% of total enrolment	P50,000.00 for kit printing & reproduction cost	Average reading comprehension scores increase by 1.5% (sigma) from baseline
Quarter 1 to 4	Grade-level texts, comprehension checklists, teacher-made practice integrated with local themes	Strategic comprehension instruction (QAR, Reciprocal Teaching), independent reading with conferencing	30% of total enrolment	P50,000.00 for supplementary materials	85% exit the program, classified as Grade Ready by end of school year

Refined National Learning Camp (NLC)—NLC RISE (Refined Implementation for Sustained Excellence)

Objectives (Performance Indicator)	Target Time Frame	Resources	Delivery Mode/ Strategies	Number of Participants	Budget	Success Indicator
95% achieve a score of 4/5 on rubric for complex analytical writing tasks (cross-content)	Quarter 1 to 4	Authentic localized texts (Primary sources/Filipino literature), academic research guides, peer-review protocols	PBL (local issues/solutions), student-led seminars, formal research mentorship	25% of total enrolment	P50,000.00 for PBL/research cost	75% complete 1 (one) major research or critical analysis project
100% lead 1 (one) tutoring session or create at least one (1) resource for refresher groups	Quarter 1 to 4	Advanced anthologies (local/global) modules, localized teaching aid design templates	Cross-grade mentorship program, student-led curriculum development activities, independent study	10% of total enrolment	P20,000.00 for mentor incentive/ recognition	Positive qualitative feedback (90% satisfaction) from mentees
Complete and present NLC SY 2026-2027 Impact Report to Leaders	Eight (8) weeks	Post-program assessment, stakeholder surveys (T/P/S), data aggregation software	Data analysis workshop, report generation, and formal presentation	100% of program stakeholders	P40,000.00 for Workshop/ Report Production	Final report submitted by May 15, 2027, including 3 (three) data-driven recommendations

## CONCLUSION

Based on the results, the following conclusions are drawn from the study:

1. The positive execution and reception of the National Learning Camp (NLC) initiative were confirmed by both teachers and parents. Evidence of this success included high learner participation, strong engagement of stakeholders, active involvement of teacher, effective teaching strategies used, and appropriate utilization of materials.
2. There is a statistically significant difference in the assessments of the NLC initiative between Grade 2 and 3 teachers and Grade 2 parents in terms of the indicators such as participation of learners, engagement of stakeholders, participation of teachers, strategies by teachers and utilization of materials.
3. The NLC operated differently across the two school years. For SY 2022-2023 group, the program functioned as an effective remedy because clear reading deficiencies were apparent. On the other hand, the subsequent SY 2023-2024 batch received the NLC after having already achieved nearly complete grade-level mastery.
4. The researcher introduced activities aimed at improving the NLC program's implementation.

## RECOMMENDATIONS

Based from the conclusions of the study, the following recommendations are proposed:

1. It is recommended that the school develop and create an official strategy to keep stakeholders and families highly involved in the NLC. Draft a yearly, easy-to-read impact analysis or NLC success summary that confirms the program's value and quantifies how their support drives better outcomes.
2. The school must initiate shared orientation and feedback systems to resolve the major disparity in NLC evaluations between teachers and parents. This starts with a joint meeting before the program, where both groups clearly agree on the benchmarks for successful teaching methods and resource application.
3. When students have already mastered grade-level skills, the school should implement a differentiated NLC tracks: keep remedial focus for students needing intervention, but offer an advanced program for high-performing students, focusing on complex literacy, critical analysis, and creative skills.
4. The proposed program enhancement of NLC is recommended.

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