

SCHOOL PRACTICES IN THE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP AND LEARNERS' READING LEVEL



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School Practices in the Implementation of the National Learning Camp and Learners' Reading Level

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Abstract

This study was conducted to find the relationship between the school practices in implementing a learning camp and learners' reading level at Maramag 1 District, Division of Bukidnon, School Year 2024-2025. This study used a researcher-made survey questionnaire. The respondents were the public elementary school teachers in Maramag 1 District. This study utilized Purposive Sampling as a sampling procedure. The data were treated with descriptive statistics such as frequency count, percentage, mean, standard deviation, and Pearson r . The National Learning Camp in Maramag 1 District, Division of Bukidnon, School Year 2024-2025, was Very Highly Practiced in terms of Identifying Campers, Parents' Consent, Attendance, School Provisions Strategies, Monitoring and Evaluation, Collaborative Expertise, and Stakeholder Support. Before the NLC was conducted, most learners were at the Instructional level, indicating that most learners required some guidance or support to read effectively but were not fully independent. However, the learners' reading levels after the National Learning Camp (NLC) 2024 demonstrated a significant improvement in reading proficiency. Most learners progressed to the instructional reading level, meaning they could read with some guidance or support, indicating that the NLC positively impacted their reading abilities. The results show that the NLC positively and significantly impacted learners' reading levels. Therefore, the null hypothesis that there is no significant difference between the reading level of the NLC learners before and after the NLC 2024 was conducted is rejected. Educators may concentrate on efficient camper identification, obtaining parental Consent, overseeing attendance, executing school provision strategies, and conducting thorough monitoring and Evaluation. School heads could contemplate implementing focused literacy initiatives, such as the National Learning Camp (NLC), to improve children's reading skills. Students may acknowledge the significant advancement in reading skills following the NLC, reflecting the program's beneficial effects.

Keywords: *school practices, implementation, national learning camp, learners' reading level*

Introduction

One significant problem in teaching reading among learners in public schools in the Philippines is the learning loss caused by the COVID-19 pandemic. The disruptions to traditional classroom learning due to school closures, remote learning challenges, and the overall impact of the pandemic have resulted in a substantial setback in learners' reading skills and overall academic progress.

During the pandemic, many learners faced limited access to quality education, particularly those from low-income households and marginalized communities. The transition to remote learning, which often relied on online platforms, posed challenges related to internet connectivity, availability of devices, and digital literacy. As a result, many learners experienced reduced instructional time, limited interaction with teachers, and decreased access to reading materials, all contributing to learning loss in reading.

Furthermore, the lack of a structured learning environment and reduced social interaction during the pandemic affected learners' motivation and engagement in reading. The shift from face-to-face instruction to remote or blended learning formats altered the dynamics of classroom interactions, making it challenging for teachers to provide personalized support and monitor learners' progress effectively. The absence of immediate feedback and guidance hindered learners' reading development and may have decreased their reading skills.

The COVID-19 pandemic also exacerbated existing educational inequalities. Learners from disadvantaged backgrounds faced additional obstacles in accessing remote learning resources and support. The digital divide widened the gap between those with access to technology and those without, further marginalizing vulnerable learners and impacting their reading proficiency.

Addressing this problem requires targeted interventions and support to mitigate learning loss and help learners catch up in reading. Providing remedial reading programs, extra instructional time, and individualized support for fallen learners is crucial. Public schools must prioritize providing reading materials in print and digital formats to ensure learners can access a wide range of reading resources. Comprehensive assessment strategies should also be implemented to identify specific reading needs and tailor instruction accordingly.

Collaboration between educators, parents, and the community is essential to support learners' reading development during and after the pandemic. Encouraging parental involvement, promoting a positive reading environment at home, and fostering partnerships with local libraries and organizations can help create a supportive ecosystem for learners' reading growth.

The Department of Education (DepEd) has declared the commencement of the National Learning Camp (NLC) for K-12 students (D.O. #14, s2023). The NLC is an optional program lasting three to five weeks, designed to help students catch up on their learning during the break at the end of the school year. The NLC seeks to enhance prior educational endeavors and provide a more robust groundwork for the forthcoming academic year. Students participating in the program can select from three camps based on their requirements:

enhancement, consolidation, or intervention.

By addressing the learning loss caused by the COVID-19 pandemic and implementing targeted interventions, public schools in the Philippines can work towards bridging the gap in learners' reading skills and provide equitable opportunities for all students to develop strong literacy abilities.

Reading proficiently is widely recognized as a fundamental skill necessary for academic success and lifelong learning. The Department of Education (DepEd) prioritizes ensuring learners develop strong reading skills. Various reading programs and interventions have been implemented across educational settings to achieve this goal. However, the effectiveness of these programs in improving learners' reading levels remains an important area of investigation. Understanding the relationship between the effectiveness of reading programs and learners' reading levels is crucial for informing educational policies, instructional practices, and resource allocation within the DepEd.

Several factors contribute to the effectiveness of a reading program, including instructional strategies, curriculum design, teacher training, and the availability of appropriate resources. Effective reading programs are designed to address the diverse needs of learners, provide explicit instruction in reading skills, promote engagement and motivation, and foster a supportive learning environment. These programs aim to enhance learners' decoding, fluency, vocabulary, and comprehension skills, ultimately leading to improved reading levels.

Assessing the impact of reading programs on learners' reading levels is essential for evidence-based decision-making in education. By examining the relationship between the effectiveness of reading programs and learners' reading levels, the DepEd can identify successful programs, determine areas for improvement, and allocate resources strategically. Moreover, this research can contribute to developing best practices and guidelines for implementing effective reading programs across schools within the DepEd, ensuring that learners receive the support they need to become proficient readers.

This study will determine the relationship between the school practices in implementing an educational learning camp and learners' reading level at Maramag 1 District, Division of Bukidnon, School Year (SY) 2024-2025.

Research Questions

This study was conducted to find the relationship between the school practices in the implementation of the National Learning Camp (NLC) and learners' reading level at Maramag 1 District, Division of Bukidnon, School Year 2024-2025. Specifically, this study answered the following questions:

1. What is the extent of school practice of the National Learning Camp in terms of Identifying Campers, Parents' Consent, Attendance, School Provisions Strategies, Monitoring and Evaluation, Collaborative Expertise, and Stakeholder Support?
2. What is the extent of school practice of the National Learning Camp in terms of Identifying Campers, Parents' Consent, Attendance, School Provisions Strategies, Monitoring and Evaluation, Collaborative Expertise, and Stakeholder Support?
3. What is the learners' reading level before and after the NLC 2024 was conducted?
4. Is there a significant difference between the reading levels of the NLC learners before and after the NLC 2024 was conducted?

Methodology

Research Design

This study followed the descriptive research design. It delved into the relationship between the extent of school practices in implementing an educational learning camp and learners' reading level at Maramag 1 District, Division of Bukidnon, School Year 2024-2025.

Data on the reading level of the NLC learners in terms of intervention, consolidation, and enhancement camp were obtained from the school's NLC coordinators. In contrast, the level of effectiveness of the National Learning Camp was elicited through the researcher-made questionnaire.

Respondents

This study utilized purposive sampling as a sampling procedure. Some teachers, chosen to select participants who have relevant experience of serving during the National Learning Camp (NLC) in the public elementary schools in Maramag 1 District, Division of Bukidnon, School Year 2024-2025, were requested to participate as respondents.

The respondents comprised teachers working in public schools within the Maramag 1 District, Division of Bukidnon, for the School Year 2024-2025. They are public school teachers currently employed in the public education system within the Maramag 1 District. This study specifically targeted teachers currently involved in classroom instruction and possessing firsthand knowledge of working with children. The participants have engaged in a National Learning Camp (NLC) facilitated by the Department of Education or other institutions. Their engagement in continuous professional development has impacted their teaching techniques and viewpoints on educational subjects

Instrument

The instrument that was used in this study was a researcher-made. It was a survey questionnaire that was composed of two parts.

Part I is about the reading level of the NLC learners before and after the NLC 2024, which was conducted in terms of intervention, consolidation, and enhancement camp before the NLC.

Part II is about school practices in the National Learning Camp 2024. Each of the areas has five items. Columns for the choices were based on the Five-Point Likert Scale. The respondent checked the column for his chosen answer.

Procedure

The standard operational procedure for conducting a study at Valencia Colleges (Bukidnon) Incorporated was adhered to in this research. First and foremost, the Dean of Graduate Studies was requested to provide an endorsement and approval letter. Then, it was submitted to the Superintendent of the Schools Division in the Division of Bukidnon. The researcher also requested permission from the Public Schools District Supervisors of Maramag 1 District. Next, the researcher sought approval from the School Principal/School Head of the selected institutions to conduct a study on their campuses. Finally, the questionnaires were rolled out to the selected respondents.

Data Analysis

The following statistical tools were used in this study:

Frequency count and percentage were used to determine the reading level of the NLC learners' before and after the NLC was conducted.

Mean and standard deviation were applied to determine the school practices in the National Learning Camp.

Paired t-tests were utilized to find the significant difference in the learners' reading levels before and after the NLC.

Ethical Considerations

This study rigorously adhered to ethical issues to safeguard the protection and welfare of all participants. Before data collection, informed permission was secured, assuring participants were fully cognizant of the study's objectives, methodologies, potential hazards, and their right to withdraw at any moment without repercussions. Confidentiality and anonymity were preserved through the secure storage of data and the elimination of identifying information. The research conformed to ethical protocols established by pertinent institutional review boards, guaranteeing adherence to research standards. Moreover, cultural sensitivity was demonstrated by honoring their traditions, knowledge systems, and community procedures, especially in interactions with Indigenous individuals.

Results and Discussion

This section presents the presentation of gathered and processed data, an analysis of the data to answer the problems posed, and an interpretation of data in the light of descriptive research. Specifically, this study delved into determining the extent of school practice of the National Learning Camp in terms of Identifying Campers, Parents' Consent, Attendance, School Provisions Strategies, Monitoring and Evaluation, Collaborative Expertise, and Stakeholder Support, the learners' reading level before and after the NLC 2024 was conducted, and found out the significant difference between the reading level of the NLC learners before and after the NLC 2024 was conducted.

The following sections present and discuss the extent of school practice of the National Learning Camp in terms of Identifying Campers, Parents' Consent, Attendance, School Provisions Strategies, Monitoring and Evaluation, Collaborative Expertise, and Stakeholder Support.

Table 1 presents the extent of school practice of the National Learning Camp in terms of Identifying Campers.

Table 1 shows the extent of school practice of the National Learning Camp in terms of identifying campers in detail across several indicators. The highest-rated indicator is "Teachers may recommend students who have shown a strong interest in learning or would benefit from the specialized curriculum and activities offered at the National Learning Camp" (Mean = 4.41, SD = 0.760), which is interpreted as Very Highly Practiced. This suggests that teachers are frequently involved in identifying students who would greatly benefit from the National Learning Camp, emphasizing aligning student interests and needs with the camp's goals.

The results about finding campers for the National Learning Camp suggest that teachers generally suggest students interested in learning or might benefit from specialized activities and curriculum. This is a common and well-established practice. This shows that teachers are taking the initiative to match the camp's goals with the hobbies and needs of their students. The focus on teacher suggestions shows a planned effort to make sure that the camp experience is tailored to meet the needs and learning goals of the chosen participants. This will make the National Learning Camp program more effective and more impactful.

Another closely related indicator is "Campers are selected based on their academic performance, including grades in core subjects or standardized test scores" (Mean = 4.38, SD = 0.729), also interpreted as Very Highly Practiced. This highlights the importance of academic performance in the selection process, ensuring that the camp's educational activities are well-suited to enhance the learning experiences of the campers. The indicator "The Department of Education may also consider students with special learning needs or

those who would benefit from additional support" (Mean = 4.36, SD = 0.803), similarly Very Highly Practiced, underscores the inclusiveness of the camp, tailoring its educational offerings to support students with diverse learning needs.

Table 1. *Extent of School Practice of the National Learning Camp in terms of Identifying Campers*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>As a teacher, I have observed the following extent of implementation of the National Learning Camp regarding Identifying Campers.</i>			
Teachers recommend students who have shown a strong interest in learning or benefit from the specialized curriculum and activities offered at the National Learning Camp.	4.41	0.760	Very Highly Practiced
Campers are selected based on their academic performance, including grades in core subjects or standardized test scores, to ensure that those who benefit most from the camp's educational activities can participate.	4.38	0.729	Very Highly Practiced
The Department of Education may also consider students with special learning needs or those who would benefit from additional support to participate in the National Learning Camp, ensuring inclusive and tailored educational experiences.	4.36	0.803	Very Highly Practiced
Students with a history of good Attendance, active class participation, and extracurricular activities may be considered for participation in the National Learning Camp to reward and encourage their commitment to education.	4.17	0.830	Highly Practiced
Schools may nominate students who have demonstrated exceptional potential, motivation, or a specific interest in the themes or focus areas of the National Learning Camp to represent their institution and benefit from the unique learning opportunities.	4.13	0.925	Highly Practiced
Overall	4.29	0.634	Very Highly Practiced

The lowest-rated indicator is "Schools may nominate students who have demonstrated exceptional potential, motivation, or a specific interest in the themes or focus areas of the National Learning Camp" (Mean = 4.13, SD = 0.925), which is interpreted as Highly Practiced.

Findings about how campers were chosen for the National Learning Camp suggest a thorough and open selection process that puts academic performance first while considering each student's unique learning needs and requirements. Focusing on academic performance as a primary factor ensures that the camp's educational activities are a good fit for the campers' academic backgrounds, improving their general learning experiences. The camp's dedication to creating a welcoming and helpful space is also shown by students with special learning needs or who need extra help.

Overall, the results (Mean = 4.29, SD = 0.634) show that the practices related to identifying campers are Very Highly Practiced, demonstrating that schools are committed to ensuring that appropriate students are selected for the National Learning Camp based on interest, performance, and inclusivity.

Findings about how campers were chosen for the National Learning Camp show that schools put much effort into the selection process, which is admirable. The methods used to identify campers are well-trained since the overall mean is 4.29 and the standard deviation is only 0.634. This shows that schools are working hard to ensure the right students are picked for the National Learning Camp, taking things like interest, academic success, and how welcoming the camp is. The strong dedication to these practices is a good sign for the camp's success and influence, as it shows that the people who will gain the most from the camp's educational activities and experiences were carefully chosen.

Table 2 shows the extent of school practice of the National Learning Camp in terms of Parents' Consent.

Table 2 shows the extent of school practice of the National Learning Camp in terms of parents' consent, which is detailed across various indicators, reflecting the different methods schools employ to secure consent from parents for their children's participation.

The highest-rated indicator is "The school performed consent forms distribution" (Mean = 4.63, SD = 0.577), which is interpreted as Very Highly Practiced. This suggests that the distribution of consent forms is the most widely used method for obtaining parental consent, with schools ensuring that parents receive detailed information about the camp, including its logistics and safety measures. The following follows: "The school performed parent-teacher meetings" (Mean = 4.54, SD = 0.653), which is also interpreted as Very Highly Practiced. This indicates that schools frequently engage parents through meetings to address concerns and secure consent, fostering open communication between parents and teachers. The indicator "The school conducted parent information sessions" (Mean = 4.46, SD = 0.764), similarly Very Highly Practiced, highlights the regular practice of holding sessions to inform parents about the camp's objectives and benefits, allowing parents to make informed decisions about their children's participation. The results of parental consent for the National Learning Camp highlight a thorough and actively involved strategy by schools in including parents in the decision-making process. The elevated grades for disseminating consent forms, facilitating parent-teacher meetings, and coordinating parent information sessions reflect a robust dedication to keeping parents well-informed and actively involved in their children's camp participation.

The prevalent utilization of consent forms as the principal means of acquiring parental approval demonstrates a systematic approach by schools to furnish comprehensive information regarding the camp, encompassing its logistics and safety protocols, thereby ensuring

transparency and clarity for parents. Furthermore, the consistent implementation of parent-teacher meetings underscores the significance of transparent communication between parents and educators. It facilitates the discourse of concerns and ensures parental engagement in the decision-making process concerning their children's participation in the camp.

Table 2. Extent of School Practice of the National Learning Camp in terms of Parents' Consent

Indicator	Mean	SD	Interpretation
As a teacher, I have observed the following extent of implementation of the National Learning Camp in terms of Parents' Consent.			
The school performed consent forms distribution. The school distributes consent forms outlining the details of the National Learning Camp, including dates, location, activities, and safety measures, for parents to review and sign to indicate their approval for their child to attend.	4.63	0.577	Very Highly Practiced
The school held parent-teacher meetings. Teachers or school administrators conduct individual or group meetings with parents to discuss the National Learning Camp, address any concerns, and obtain verbal or written consent from parents regarding their child's participation.	4.54	0.653	Very Highly Practiced
The school conducted parent information sessions. The school organizes information sessions or meetings to brief parents about the National Learning Camp, its objectives, activities, and benefits, allowing them to ask questions and express their consent for their child's participation.	4.46	0.764	Very Highly Practiced
The school performed phone calls or personal communication. School staff personally reach out to parents via phone calls, emails, or in-person conversations to explain the purpose and benefits of the National Learning Camp, answer queries, and secure verbal or written consent from parents for their child's involvement.	4.08	0.926	Highly Practiced
The school created an Online consent portal. The school may utilize an online platform or portal where parents can access information about the National Learning Camp, review details, and provide their consent electronically by completing a digital form.	3.47	1.153	Highly Practiced
Overall	4.24	0.571	Very Highly Practiced

Moreover, the organization of parent information sessions enhances informed decision-making by allowing parents to comprehend the camp's objectives and advantages thoroughly. This practice exemplifies a dedication to transparency and collaboration between educational institutions and parents, establishing a supportive and well-informed atmosphere for kids engaged in the National Learning Camp.

On the other hand, the lowest-rated indicator is "The school created an Online consent portal" (Mean = 3.47, SD = 1.153), which is interpreted as Highly Practiced. While still frequently used, the relatively lower mean suggests that online consent platforms are less common than traditional methods like distributing consent forms or holding in-person meetings.

The findings concerning parental consent for the National Learning Camp indicate that conventional methods, such as distributing consent forms and holding parent-teacher meetings, are extensively utilized and effective. In contrast, online consent portals are less prevalent, as evidenced by the lower mean rating for this criterion. The marginally reduced average grade for online consent portals indicates that this method is less common than traditional approaches. Although regarded as well practiced, the lower mean suggests that schools may not fully adopt online platforms as the principal method for gaining parental agreement for the camp.

This data suggests that schools should enhance the consent process by increasing the utilization of online consent portals. By implementing this approach, schools can optimize the permission process, enhance efficiency, and give parents more convenient methods to approve their children's participation in the National Learning Camp. Online platforms may improve accessibility, particularly for busy parents, and correspond with contemporary communication and information distribution trends.

Overall, the results (Mean = 4.24, SD = 0.571) indicate that the practices related to securing parents' consent for the National Learning Camp are Very Highly Practiced.

This elevated standard of conduct indicates that schools emphasize transparent communication and the active engagement of parents in the camp participation process. Schools guarantee that parents are adequately informed about the camp's goals, logistics, and advantages by regularly applying strategies such as disseminating consent forms, holding parent-teacher conferences, and arranging informational sessions for parents.

The overall ranking indicates that schools effectively cultivate a collaborative connection with parents, highlighting transparency, open communication, and parental involvement in decisions concerning their children's participation at the National Learning Camp. This practical approach is expected to foster a helpful and knowledgeable environment for children and parents, hence improving the overall experience and success of the camp.

Table 3 presents the extent of school practice of the National Learning Camp in terms of Attendance.

Table 3 presents the extent of school practice of the National Learning Camp in terms of Attendance, which is highlighted by several indicators, all of which show that Attendance is a key focus of the camp's implementation.

Table 3. *Extent of School Practice of the National Learning Camp in terms of Attendance*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following extent of implementation of the National Learning Camp in terms of Attendance.			
The school regularly checks Attendance in the morning and afternoon sessions. The teacher devoted generous time to look for missing/absent campers. They also call/chat with parents and/or guardians of campers who are often absent.	4.77	0.447	Very Highly Practiced
The school offered fun activities so campers would be motivated to attend the camp regularly.	4.72	0.513	Very Highly Practiced
The school offered an incentives and rewards system. Campers are incentivized to attend the National Learning Camp regularly through a rewards system that acknowledges and celebrates their consistent participation, such as certificates, badges, or small prizes for active involvement.	4.52	0.624	Very Highly Practiced
The school initiated engaging and varied activities. The school ensures that the National Learning Camp offers diverse, engaging, and interactive activities that cater to different interests and learning styles, motivating campers to participate regularly and look forward to each day's program.	4.48	0.624	Very Highly Practiced
The school encouraged parental involvement and support. The school encourages parental involvement by emphasizing the importance of their support in motivating campers to attend regularly and actively participate in the activities.	4.45	0.653	Very Highly Practiced
Overall	4.59	0.442	Very Highly Practiced

The highest indicator is "The school regularly checked Attendance in the morning and afternoon sessions. The teacher devoted generous time to look for missing/absent campers. They also take time to call/chat with parents and/or guardians of campers who are often absent" (Mean = 4.77, SD = 0.447), which is interpreted as Very Highly Practiced. The following closely follows: "The school offered fun-filled activities so that campers would be motivated to attend the camp regularly" (Mean = 4.72, SD = 0.513), and it is also very highly practiced. This shows that schools emphasize creating an enjoyable camp environment to foster consistent Attendance. However, the lowest-rated indicator is "The school encouraged parental involvement and support" (Mean = 4.45, SD = 0.653), which is still interpreted as Very Highly Practiced. While this practice is slightly less frequent than others, it still highlights the school's efforts to involve parents in motivating their children to attend the camp regularly.

The results of attendance policies for the National Learning Camp demonstrate a significant emphasis on maintaining consistent Attendance and participation among campers. The top-rated indicators, including routine attendance monitoring, initiatives to communicate with parents of absent students, and the provision of enjoyable activities to stimulate Attendance, illustrate that schools emphasize fostering a supportive and engaging atmosphere to promote regular participation.

The exceptionally high ratings for these practices indicate a proactive strategy by schools to monitor and immediately handle attendance issues, ensuring that campers are fully engaged in camp activities. By allocating time for attendance monitoring and contacting parents when required, schools are committed to sustaining elevated attendance rates and cultivating a sense of accountability among students.

Despite receiving a marginally lower rating than other indications, the high interpretation of parental engagement and support highlights the significance of encouraging parents to push their children to attend the camp consistently. This strategy emphasizes the cooperative endeavor between educational institutions and parents to underscore the significance of regular Attendance and active engagement in the National Learning Camp.

These findings indicate that schools are committed to fostering a positive and engaging camp experience that encourages regular Attendance through a blend of monitoring strategies, motivational activities, and parental involvement, thereby augmenting the overall efficacy and impact of the National Learning Camp.

Overall, the practices related to Attendance at the National Learning Camp (Mean = 4.59, SD = 0.442) are Very Highly Practiced. This indicates that schools consistently implement strategies to monitor Attendance and motivate campers to participate, emphasizing regular follow-up with absentee campers and offering engaging activities.

This elevated ranking signifies that schools are meticulous in executing ways to monitor Attendance and encourage campers to engage consistently and efficiently. By prioritizing regular follow-up with absent campers and providing stimulating activities to sustain interest and motivation, schools exhibit a dedication to cultivating a friendly and participatory camp atmosphere.

Table 4 shows the extent of the National Learning Camp's school practice regarding school provision strategies.

Table 4 reveals the extent of school practice of the National Learning Camp in terms of School Provisions Strategies, which are assessed through various indicators that reflect how schools provide resources and support for the camp.

The highest-rated indicator is "The school assured health and safety measures. Comprehensive health and safety protocols are implemented daily to ensure the well-being of campers" (Mean = 4.41, SD = 0.706), which is interpreted as Very Highly Practiced. Schools strongly emphasize maintaining campers' health and safety through well-implemented protocols. The high mean suggests that schools consistently prioritize a secure environment for the camp, which is crucial for the student's safety and participation.

Table 4. *Extent of School Practice of the National Learning Camp in terms of School Provision Strategies*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>	
As a teacher, I have observed the following extent of implementation of the National Learning Camp regarding School Provisions Strategies.				
The school assured health and safety measures. Comprehensive health and safety protocols are implemented daily to ensure the well-being of campers, including first aid provisions, supervision by trained staff, and adherence to hygiene practices to promote a secure and healthy camp environment.	4.41	0.706	Very Highly Practiced	
The school provided supplies from their MOOE/School IGP, such as notebooks, papers, pens, and pencils for campers, bond papers, printer inks, construction papers, etc., for teachers.	4.13	0.936	Highly Practiced	
The school offered materials and equipment provision. Adequate supplies, materials, and equipment relevant to the camp's activities and curriculum are available daily to support interactive learning experiences and hands-on engagement for campers.	3.90	0.934	Highly Practiced	
The school, through its teachers and parent volunteers, provided free meals. The school ensures that nutritious meals and snacks are provided daily during the National Learning Camp to fuel campers and support their concentration and energy levels throughout the day.	3.33	1.286	Moderately Practiced	
The school offered transportation arrangements to campers living far from the school. The school organizes transportation services to ensure campers can safely and conveniently commute to and from the camp location, facilitating regular Attendance and participation for all students.	2.77	1.262	Moderately Practiced	
	Overall	3.71	0.759	Highly Practiced

The findings indicate a significant focus on health and safety precautions across schools during the National Learning Camp, which has substantial implications for School Provision Strategies. The notably elevated mean score of 4.41 and minimal standard deviation of 0.706 underscore the consistent and stringent use of comprehensive standards to ensure the welfare of campers. This commitment highlights the critical importance of student safety and indicates a proactive strategy for risk management, promoting a secure atmosphere that encourages active involvement and engagement. By prioritizing health and safety, schools provide children's physical protection while fostering a supportive environment that enriches the camp experience.

The schools' steadfast commitment to upholding health and safety requirements in the National Learning Camp reflects a broader focus on fostering a supportive and safe educational atmosphere. This focus on student well-being fosters confidence among the school community and establishes a standard for optimal risk reduction and safety processes. Schools maintain campers' physical integrity by prioritizing a secure camp environment while establishing a robust basis for effective learning and engagement. These findings emphasize the essential role of strong health and safety measures in creating a successful and fulfilling camp experience, underscoring the need for proactive strategies to safeguard students' well-being and involvement in the educational environment.

On the other hand, the lowest-rated indicator is "The school offered transportation arrangements to campers living far from the school" (Mean = 2.77, SD = 1.262), which is interpreted as Moderately Practiced. This shows that transportation services are less frequently provided, and there is significant variability in how this strategy is implemented. Another noteworthy indicator is "The school, through its teachers and parent-volunteers, provided free meals" (Mean = 3.33, SD = 1.286), which is also Moderately Practiced.

The findings about the National Learning Camp's school practices illuminate areas for enhancement and emphasis in School Provision Strategies. The low average concerning transportation arrangements for campers far from the school suggests that this component is only partly implemented. The elevated standard deviation of 1.262 indicates considerable variability in the provision of transportation services, underscoring a potential deficiency in consistency and accessibility for students needing these arrangements. Likewise, when the mean resides inside the somewhat practiced category, this suggests that although attempts are made to provide complimentary meals via teachers and parent volunteers, there is potential for enhancement regarding the consistency and efficacy of delivering this vital service to campers.

The findings highlight the necessity of correcting deficiencies in transportation services and meal provisions to improve the overall camp experience and provide fair access to vital resources for all campers. By enhancing the consistency and quality of transportation services for students living far from the school, educational institutions may foster inclusion and guarantee that all learners have equitable opportunities to engage in camp activities. By optimizing the delivery of complimentary meals through cooperation between educators and parent volunteers, schools may more effectively address the nutritional requirements of campers, enhancing their well-being and overall participation throughout the camp. These findings underscore the importance of addressing areas of moderate practice to foster a more comprehensive and supportive environment within the National Learning Camp, thereby improving all participants' educational experience and well-being.

Overall, the practices related to school provisions strategies (Mean = 3.71, SD = 0.759) are Highly Practiced. This suggests that, on the whole, schools are effective in providing resources such as materials and safety measures but may face challenges in offering more logistical support like transportation and meals.

The findings about the scope of school practices in the National Learning Camp indicate a varied landscape for School Provision Strategies. The mean score of 3.71 indicates that school provision techniques are extensively implemented. At the same time, the standard deviation of 0.759 implies a degree of consistency in delivering important resources, including supplies and safety measures. Challenges emerge in domains necessitating enhanced logistical help, especially with transportation arrangements and lunch provisioning, as seen by diminished mean scores for these categories. This indicates that although schools are typically proficient in providing essential resources for the camp's success, there is a necessity for enhancement in delivering comprehensive logistical assistance to improve the overall camp experience for children.

Resolving issues of transportation logistics and dining services can significantly enhance the efficacy of educational initiatives in the National Learning Camp. By enhancing logistical support in these areas, schools may foster a more inclusive and supportive atmosphere that addresses the varied needs of campers. Improving transportation services for students far from the school and optimizing the delivery of complimentary meals through cooperative initiatives can address current deficiencies and foster a more cohesive and stimulating campus experience. These findings highlight the necessity of a comprehensive approach to school provision strategies, stressing the importance of schools not only supplying materials and safety measures but also prioritizing logistical support to guarantee that all campers have equitable access to essential resources, thereby fostering a more just and engaging educational experience during the National Learning Camp.

Table 5 presents the extent of school practice of the National Learning Camp in terms of Monitoring and Evaluation.

Table 5. *Extent of School Practice of the National Learning Camp in terms of Monitoring and Evaluation*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following extent of implementation of the National Learning Camp regarding Monitoring and Evaluation.			
Schools performed documentation and reporting. Schools maintain detailed records and reports on camp activities, Attendance, achievements, challenges, and outcomes to facilitate comprehensive monitoring and evaluation of the National Learning Camp's impact and effectiveness.	4.63	0.577	Very Highly Practiced
The school conducted regular progress assessments. Schools regularly assess campers' progress and participation in camp activities to track learning outcomes, identify areas for improvement, and provide timely feedback to campers and instructors.	4.41	0.678	Very Highly Practiced
The school conducted observation and feedback sessions. School staff and supervisors regularly observe camp activities and provide constructive feedback to instructors and organizers to ensure that the camp meets its objectives and that adjustments can be made as needed.	4.33	0.677	Very Highly Practiced
The school performed stakeholder meetings and reviews. Schools convene meetings with stakeholders, including parents, teachers, and education officials, to review the progress of the National Learning Camp, discuss key findings from monitoring and evaluation efforts, and collaboratively plan for future iterations of the camp.	4.21	0.788	Very Highly Practiced
The DepEd required online surveys and feedback forms. Campers, parents, and staff are provided with surveys or feedback forms to gather insights on their experiences, satisfaction levels, and suggestions for improvement, enabling schools to evaluate the effectiveness of the National Learning Camp.	4.01	1.024	Highly Practiced
Overall	4.32	0.590	Very Highly Practiced

Table 5 shows the extent of school practice of the National Learning Camp in terms of Monitoring and Evaluation, which is measured by several indicators, showcasing how schools assess and improve the camp's implementation.

The highest-rated indicator is "Schools performed documentation and reporting" (Mean = 4.63, SD = 0.577), which is interpreted as Very Highly Practiced. This suggests that schools consistently maintain detailed records and reports on various aspects of the camp, such as activities, Attendance, and outcomes. Another important practice is "The school conducted regular progress assessments" (Mean = 4.41, SD = 0.678), also interpreted as Very Highly Practiced. This shows that schools frequently assess campers' progress, providing valuable feedback for students and instructors.

The lowest-rated indicator is "The DepEd required online surveys and feedback forms" (Mean = 4.01, SD = 1.024), which is interpreted as Highly Practiced. While online surveys and feedback forms are still widely used, their relatively lower mean suggests that this method is not as consistently implemented as the other monitoring practices. The high standard deviation also indicates variability in how often schools use these tools.

The results of the monitoring and evaluation techniques throughout the National Learning Camp offer significant insights into how schools measure and assess different facets of the camp. The notably elevated mean scores for measures such as "Schools performed documentation and reporting" (4.63) and "The school conducted regular progress assessments" (4.41) signify that these practices are extensively implemented. Schools routinely maintain comprehensive records and reports and conduct regular progress evaluations, demonstrating a commitment to adequately monitoring student activities and outcomes. These approaches assure accountability and openness while offering valuable insights for enhancing the camp's instructional processes. The lower mean score of 4.01 for "The

DepEd required online surveys and feedback forms" indicates that, although this monitoring method is widely utilized, there is potential for improvement in its uniformity and execution across schools. The significant standard deviation underscores diversity in online surveys and feedback forms, emphasizing the necessity for standardization and more consistent usage of these instruments for thorough monitoring and assessment.

Improving the uniformity and execution of online surveys and feedback forms while upholding robust documentation, reporting, and progress assessment procedures can further fortify the monitoring and evaluation processes throughout the National Learning Camp. Standardizing online surveys and feedback forms can give schools critical insights into the efficacy of camp activities and instructional approaches, promoting data-driven decision-making and ongoing enhancement. By mandating the active use of these tools and implementing rigorous documentation processes in all schools, educational institutions can provide a more thorough and consistent method for monitoring and assessing the camp's outcomes. These findings underscore the necessity of sustaining high-level monitoring techniques while also pursuing consistency and standardization across all monitoring and evaluation methodologies to improve the overall efficacy and quality of the National Learning Camp.

Overall, the practices related to monitoring and evaluation (Mean = 4.32, SD = 0.590) are Very Highly Practiced. Schools are committed to evaluating the camp's effectiveness through comprehensive documentation, progress assessments, and stakeholder engagement.

The results concerning the scope of school practices in monitoring and evaluation within the National Learning Camp reflect a favorable assessment of the schools' commitment and thoroughness in evaluating the camp's efficacy. The total mean score of 4.32 and a low standard deviation of 0.590 indicate that monitoring and evaluation techniques are extensively implemented in schools participating in the camp. The significant focus on thorough documentation, progress evaluations, and stakeholder involvement signifies a methodical approach to assessing the camp's results and effects. Through the continuous monitoring of many camp elements, schools are assuring openness and accountability while utilizing data-driven insights to improve the educational experience for campers.

The significant commitment to monitoring and evaluation techniques within the National Learning Camp highlights the priority schools assign to continual improvement and quality assurance. Through diligent documentation, progress evaluations, and stakeholder input, schools assess the camp's efficacy while promoting a culture of learning and development. This commitment to rigorous monitoring and assessment techniques improves the current camp iteration and establishes a platform for future improvements and adjustments. The findings underscore the need for continuous assessment to enhance the educational experience within the camp and stress the crucial role of monitoring and evaluation in guaranteeing the success and effectiveness of these educational activities.

Table 6 shows the extent of the school practice of the National Learning Camp in terms of Collaborative Expertise.

Table 6. *Extent of School Practice of the National Learning Camp in terms of Collaborative Expertise*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following extent of implementing the National Learning Camp in terms of Collaborative Expertise.			
The school performed CE-Collaborative Expertise among teachers on Monday for Planning and Thursday for evaluating. And an inclusive learning environment.	4.54	0.725	Very Highly Practiced
The school allowed teachers to adopt best practices shared during CE and modify ineffective strategies to improve instruction.	4.54	0.711	Very Highly Practiced
The school provided teachers with professional development opportunities. Educators participating in the National Learning Camp engage in professional development opportunities, such as training sessions, seminars, and collaborative planning meetings, to share best practices, innovative teaching methods, and expertise to enhance the camp's educational programs.	4.30	0.790	Very Highly Practiced
The NLCV at school performed interdisciplinary workshops and sessions. Schools organize interdisciplinary workshops and sessions during the National Learning Camp, bringing together experts from various fields to collaborate on designing and delivering engaging educational activities that integrate different subject areas and perspectives.	4.29	0.800	Very Highly Practiced
The school guest speaker engagements. Schools invite guest speakers, including subject matter experts, industry professionals, and community leaders, to share their expertise and insights with campers, providing diverse perspectives and enriching the learning experiences at the National Learning Camp.	3.74	1.019	Highly Practiced
Overall	4.29	0.693	Very Highly Practiced

Table 6 presents the extent of school practice of the National Learning Camp in terms of Collaborative Expertise and demonstrates a strong emphasis on collaboration and professional development among teachers and experts involved in the camp.

The highest-rated indicators are "The school performed CE-Collaborative Expertise among teachers on Monday for Planning and on Thursday for evaluating" (Mean = 4.54, SD = 0.725) and "The school allowed teachers to adopt best practices shared during CE and modify ineffective strategies to improve instruction" (Mean = 4.54, SD = 0.711), both interpreted as Very Highly Practiced. These scores indicate that schools place significant importance on collaborative planning and evaluation among teachers. Regularly scheduled sessions for planning and reflection ensure that the camp's instructional strategies are continuously improved.

The lowest-rated indicator is "The school guest speaker engagements" (Mean = 3.74, SD = 1.019), which is interpreted as Highly Practiced. This suggests that while schools frequently invite guest speakers to enrich the learning experience, it is less consistently practiced than internal collaboration among teachers.

The findings concerning the degree of collaborative competence within the National Learning Camp illuminate the focus on internal collaboration among educators for planning, assessment, and instructional enhancement. The elevated mean scores for indicators such as "CE-Collaborative Expertise among teachers on Monday for Planning and on Thursday for Evaluating" and "Permitting teachers to adopt best practices shared during CE and modify ineffective strategies" suggest that these practices are extensively implemented. Schools emphasize routine collaborative meetings for planning, reflection, and exchanging best practices, underscoring a dedication to enhancing educational methods. By cultivating a culture of internal collaboration and professional development, schools guarantee that teachers have the support and resources to efficiently improve the camp's educational offerings.

Although internal collaboration among educators is a primary emphasis of the National Learning Camp, the diminished mean score for "Inviting guest speaker engagements" indicates that this practice is implemented with less consistency. Despite being viewed as well-executed, the variety of guest speakers invited suggests potential for enhancement in this aspect of collaborative expertise. Increasing the frequency and consistency of guest speaker engagements allows schools to broaden the camp experience, offering students unique insights and viewpoints from external experts. Harmonizing internal collaboration with external viewpoints can enhance the educational atmosphere within the camp, providing a holistic and thorough learning experience for all participants. These findings highlight the necessity of sustaining the equilibrium between internal cooperation and external interactions to optimize the influence and efficacy of collaborative knowledge within the National Learning Camp.

Overall, the practices related to collaborative expertise (Mean = 4.29, SD = 0.693) are Very Highly Practiced. Schools firmly commit to fostering a collaborative learning environment focusing on teacher development and peer learning. The slightly lower emphasis on guest speaker engagements highlights an area where schools can further expand opportunities for campers to benefit from diverse perspectives outside the school.

The findings about the degree of collaborative expertise practice in the National Learning Camp reveal that schools firmly commit to cultivating a collaborative learning environment. The overall mean score of 4.29, accompanied by a low standard deviation of 0.693, indicates that collaborative expertise methods are extensively implemented across the participating institutions. This highlights a robust commitment to teacher development, peer learning, and the ongoing enhancement of instructional practices via internal cooperation. Although internal collaboration among educators is prioritized, the relatively diminished focus on guest speaker engagements allows schools to enhance campers' educational experiences by integrating varied viewpoints from other specialists. By augmenting guest speaker engagements, educational institutions can significantly enhance the learning atmosphere and furnish campers with invaluable views and knowledge that extend beyond the school's internal expertise.

Schools involved in the National Learning Camp acknowledge the significance of internal collaboration and external insights, utilizing guest speaker engagements to enrich the educational experience for campers. Educational institutions can cultivate a more holistic and enriched learning environment by broadening opportunities for campers to engage with varied perspectives and knowledge beyond the school. This method provides students with diverse viewpoints and information while promoting a culture of ongoing learning and development within the camp.

The findings underscore the importance of balancing internal collaboration with external engagements to enhance the effectiveness of collaborative expertise practices within the National Learning Camp, thereby enriching the educational experience and fostering holistic development among campers.

Table 7 presents the extent of school practice of the National Learning Camp in terms of Stakeholder Support.

Table 7 shows the extent of the school practice of the National Learning Camp in terms of stakeholder support and highlights various initiatives that engage parents, education authorities, and the broader community in supporting the camp's activities.

The highest-rated indicators are "The school organized parent engagement events" (Mean = 4.20, SD = 0.784) and "The school performed a collaboration with education authorities" (Mean = 4.20, SD = 0.772), both interpreted as Very Highly Practiced. These indicators suggest that schools prioritize involving parents and collaborating with education authorities. Parent engagement events help keep parents informed and involved, encouraging them to support their children's camp participation actively.

The lowest-rated indicator is "The school conducted alumni and mentorship programs" (Mean = 3.79, SD = 0.946), which is interpreted as Highly Practiced. While still widely practiced, the lower mean and higher standard deviation suggest that alum networks and mentorship programs are not as consistently implemented across schools.

The findings about the degree of school practice related to stakeholder support within the National Learning Camp underscore the significance that schools attribute to engaging diverse stakeholders for the success of the educational effort. The most highly rated indicators, "The school organized parent engagement events" and "The school collaborated with education authorities," both regarded as extensively practiced, demonstrate that schools prioritize parental involvement and collaboration with educational authorities. Through the organization of parent engagement events, schools cultivate a robust relationship between parents and the institution,

promoting active support and participation in their children's educational journeys. Collaboration with educational authorities guarantees conformity with educational norms and guidelines, augmenting the camp's reputation and efficacy.

Table 7. Extent of School Practice of the National Learning Camp in terms of Stakeholder Support

Indicator	Mean	SD	Interpretation
As a teacher, I have observed the following extent of implementation of the National Learning Camp regarding Stakeholder Support.			
The school organized parent engagement events. Schools organize parent engagement events before and during the National Learning Camp to inform parents about the camp's objectives, activities, and expected outcomes. They seek their support and involvement in encouraging campers to participate actively.	4.20	0.784	Very Highly Practiced
The school collaborates with education authorities. Schools collaborate with education authorities, district officials, and policymakers.	4.20	0.772	Very Highly Practiced
The school organized feedback and communication channels. Schools maintain open communication channels with stakeholders to solicit feedback, address concerns, and seek input on improving and optimizing the National Learning Camp, fostering a sense of ownership and support among all stakeholders.	4.18	0.724	Highly Practiced
The school performed community outreach programs. Schools conduct community outreach programs to look for sponsorships, donations, or in-kind contributions to enhance the resources and opportunities available at the National Learning Camp.	4.02	0.896	Highly Practiced
The school conducted alums and mentorship programs. Schools establish alumni networks and mentorship programs that connect former campers, educators, and community members with current National Learning Camp participants, fostering continuity, support, and guidance that enhances the camp experience.	3.79	0.946	Highly Practiced
Overall	4.08	0.690	Highly Practiced

Conversely, the diminished mean score for "The school conducted alumni and mentorship programs," seen as vigorously implemented, signifies a domain where educational institutions might enhance stakeholder support initiatives. Although these programs are extensively utilized, the inconsistency in implementation among schools indicates potential for enhancement in the uniformity and efficacy of alum networks and mentorship initiatives. Improving alum participation and mentorship opportunities can offer significant assistance and direction to current campers, utilizing the skills and experience of prior participants to enhance the educational experience. By emphasizing the enhancement of alumni and mentorship programs in conjunction with current stakeholder engagement initiatives, educational institutions may establish a more robust support structure that amplifies the overall effectiveness and success of the National Learning Camp.

Stakeholder support practices (Mean = 4.08, SD = 0.690) are Highly Practiced. Schools effectively engage key stakeholders through events, collaboration, and open communication, fostering a supportive environment for the National Learning Camp.

The results demonstrate that stakeholder support methods at the National Learning Camp are extensively implemented, with a mean score of 4.08 and a low standard deviation of 0.690, highlighting the importance of schools in effectively engaging key stakeholders. Schools have created a supporting framework for the National Learning Camp through event organization, cooperation facilitation, and the maintenance of transparent communication. These initiatives enable schools to engage diverse stakeholders, including parents, educational authorities, alums, and mentors, in the camp's activities, thereby establishing a support network that enriches the educational experience for campers. This comprehensive stakeholder participation is essential for the success and sustainability of the camp, as it fosters commitment from all parties involved and enhances the learning environment's richness and impact.

The dedication to stakeholder support methods exhibited by schools involved in the National Learning Camp underscores a proactive strategy for cultivating robust relationships with essential partners. By promoting teamwork and transparent communication, schools establish a unified support system that advances the camp's goals and cultivates a community surrounding educational endeavors. This focus on stakeholder engagement improves the quality of the educational experience and fosters the camp's long-term success by utilizing various stakeholders' knowledge, resources, and support. Preserving and augmenting these stakeholder support methods will be crucial for sustaining the beneficial effects of the National Learning Camp and guaranteeing ongoing advancement in educational results for all participants.

The following sections will focus on the presentation and discussion of the learners' reading level before and after the NLC 2024 was conducted.

Table 8 shows the learners' reading level before the NLC 2024 was conducted.

Table 8 shows learners' reading levels before the National Learning Camp (NLC) 2024 was conducted. Most learners were at the Instructional level, 15 accounting for 62.1% of the total. This indicates that most learners required some guidance or support to read effectively but were not fully independent. A smaller portion of learners, 3 (20.4%), were at the independent level, meaning they could read and comprehend texts without assistance. On the other hand, 64 learners, representing 14.6%, were at the Frustration level, meaning they faced significant difficulty in reading and comprehending texts, often struggling and feeling frustrated with reading tasks.

Table 8. *Learners' Reading Level before the NLC 2024 was Conducted*

<i>Reading Level</i>	<i>Frequency</i>	<i>Percent</i>
Independent	3	20.4
Instructional	15	62.1
Frustration	64	14.6
Non-Readers	21	2.9
Total	103	100

According to Van Ryzin and Vincent (2017), the reading level of learners in the National Learning Camp (NLC) can be significantly impacted by various interventions. Effective interventions are designed to improve literacy skills and raise the reading levels of learners who may be struggling. There are many interventions, each of which uniquely impacts a learner's reading ability. For phonics and decoding, learners show an increased ability to recognize and read new words, leading to higher reading levels and strong decoding skills, contributing to smoother and more fluent reading (Maguate et al., 2024).

Moreover, interventions can often also impact the learner's vocabulary development. Vincent et al. (2017) cited that a broader vocabulary allows learners to understand and engage with more complex texts. In addition, learners feel more confident reading various texts when they understand more words. They emphasized that interventions result in the development of how well-versed a learner is in terms of their vocabulary compared to when the learner learns everything independently without external guidance.

Furthermore, the learners' comprehension strategies will also be enhanced with interventions. According to Faessler et al. (2023), learners can extract more meaning from texts, leading to improved reading levels; not only that, but learners will also be able to enhance their comprehension skills and promote critical thinking and the ability to analyze texts. In addition, the learners' fluency in reading will also be improved—they learn to read faster without sacrificing accuracy and contribute to higher overall reading levels. Fluency helps learners engage more deeply with texts, improving comprehension.

Finally, 21 learners (2.9%) were classified as Non-Readers, indicating that they had not yet developed the ability to read independently or with guidance. These results highlight the need for focused reading interventions at the National Learning Camp, especially for those at the Frustration and non-reader levels, to improve literacy and reading comprehension skills across the student population.

According to Hlomuka (2014), when discussing the reading level of National Literacy Campaign (NLC) learners in terms of consolidation, we refer to the stage where learners solidify their reading skills and become more proficient and confident readers. In his work, he mentioned that reading consolidation involves moving from basic literacy to more advanced skills in which learners can understand and interpret the texts with greater fluency and comprehension. The stage that Hlomuka (2014) mentioned is supported by Domingo (n. d.) when he stated the stages: fluency, comprehension, vocabulary development, and critical thinking. To add, he also mentioned the factors that could influence the reading consolidation of learners.

The consolidation phase is crucial for NLC learners as it bridges the gap between basic literacy and more advanced reading proficiency. Practical strategies, quality instruction, and supportive environments are essential for helping learners solidify their reading skills (Yaroshenko et al., 2020).

The reading level assessment before the National Learning Camp (NLC) in 2024 indicated a notable distribution among students. Sixty-two percent of the participants were categorized at the instructional level, which signifies a requirement for guidance and help in their reading activities. This discovery highlights the necessity of customized support to improve reading abilities while progressively promoting independence. Furthermore, 20.4% of learners at the Independent level indicates a prospective group proficient in understanding texts independently, reflecting a favorable trend in literacy advancement within the cohort.

Writing integration also helps improve the learners' reading ability while still immersed in regular interventions. According to Cayabyab et al. (2023), writing activities reinforce reading skills and promote deeper understanding; in turn, learners express their thoughts about texts, showing a higher level of comprehension.

In some cases, technology-assisted interventions are also adapted, as mentioned by Visca and Pelayo (2024). Interactive and multimedia tools can increase learners' motivation and engagement, leading them to practice and improve their reading skills because technology can provide personalized learning experiences tailored to individual needs. Indeed, Interventions targeting the reading skills of NLC learners can profoundly impact their reading levels. By focusing on phonics, vocabulary, comprehension, fluency, writing, and utilizing technology, these interventions can help learners make significant progress. Regular assessments and feedback mechanisms are essential for measuring effectiveness and making necessary adjustments to ensure continued improvement (Neri & Mamonong, 2024).

The alarming finding that 14.6% of learners are at the Frustration level indicates a crucial area for assistance. These individuals encounter significant difficulties in reading and comprehending texts, highlighting the need for specific measures to mitigate their issues and enhance their reading confidence. The categorization of 2.9% of learners as Non-Readers underscores a critical necessity for foundational help to commence their reading journey. These findings underscore the essential importance of targeted reading interventions at the NLC, specifically designed to meet the requirements of learners at the Frustration and non-reader levels. By

implementing focused strategies, the camp can significantly improve literacy skills and enhance reading comprehension among the student population, thereby creating a more inclusive and supportive educational atmosphere.

Table 9 presents the learners' reading level after the NLC 2024 was conducted.

Table 9. *Learners' Reading Level after the NLC 2024 was Conducted*

<i>Reading Level</i>	<i>Frequency</i>	<i>Percent</i>
Independent	10	9.7
Instructional	93	90.3
Frustration	0	0
Non-Readers	0	0
Total	103	100

Table 9 reveals the learners' reading levels after the National Learning Camp (NLC) 2024 was conducted, demonstrating a significant improvement in reading proficiency. Most learners, 93 out of 103 (90.3%), progressed to the Instructional reading level, meaning they can read with guidance or support, indicating that the NLC positively impacted their reading abilities. This substantially increased compared to the 15 learners (62.1%) at the Instructional level before the camp. The number of learners at the Independent reading level also increased, with 10 learners (9.7%) now able to read and comprehend texts without assistance. This marks an improvement from the three learners (20.4%) at this level before the camp.

No learners are at the Frustration or non-reader levels after the camp. This is a considerable achievement, as before the NLC, 64 learners (14.6%) were at the Frustration level, and 21 learners (2.9%) were Non-Readers. The complete elimination of these lower reading levels suggests that the NLC effectively addressed reading difficulties and improved literacy skills among the participants. Overall, the results indicate a successful outcome for the National Learning Camp, with most learners reaching a higher level of reading proficiency and no students remaining in the most challenged categories of reading ability.

The post-National Learning Camp (NLC) 2024 assessment of learners' reading levels showcases a remarkable advancement in reading proficiency among the participants. A staggering 90.3% of learners, totaling 93 out of 103 individuals, have progressed to the Instructional reading level, signifying a substantial improvement in their reading ability with guidance or support. This significant enhancement is particularly notable compared to the pre-camp statistics, where only 62.1% of learners were at this level, indicating the positive impact the NLC had on enhancing their reading skills. Additionally, the increase in the number of learners now proficient at the Independent reading level, with 9.7% of participants capable of comprehending texts unassisted, demonstrates a marked improvement from the pre-camp figures, showcasing the effectiveness of the NLC in fostering independent reading abilities.

Evaluating the learners' reading levels after the National Learning Camp (NLC) involves conducting post-camp assessments to measure improvements in various reading skills. According to Banerjee et al. (2016), post-camp assessments should be distributed throughout the college. Moreover, the faculty should be able to analyze results from ongoing formative assessments conducted during the camp. These might include quizzes, reading logs, and observation notes. Also, parents should be able to encourage students to self-assess their reading abilities and reflect on their progress and areas they feel have improved.

The absence of learners at the Frustration or Non-Readers levels post-NLC marks a substantial achievement, especially considering that before the camp, 14.6% of learners struggled at the Frustration level. In comparison, 2.9% were categorized as Non-Readers. The complete eradication of these lower reading levels underscores the NLC's efficacy in addressing reading challenges and enhancing literacy skills among the cohort. This outcome signifies a resounding success for the National Learning Camp, with most learners advancing to higher levels of reading proficiency and no individuals remaining in the most challenging categories of reading ability. The transformative impact of the NLC on the participants' reading capabilities highlights the importance of targeted interventions in fostering literacy development and ensuring equitable access to quality education for all learners.

Furthermore, these reading skills should be assessed to assess their effectiveness. Lall and South (2014) mention that phonemic awareness must be checked. For example, learners should be able to hear, identify, and manipulate individual sounds (phonemes) in spoken words. They must show significant improvement in rhyming, segmenting, and blending sounds. Moreover, they should be well-versed in phonics. They should be able to understand the relationship between the letters and sounds. Learners must be able to decode words using phonics rules and patterns. Additionally, by comparing pre- and post-camp data, analyzing growth metrics, and reporting findings with visual aids and tailored summaries, schools can effectively measure the impact of the NLC on students' reading abilities. This process highlights the program's successes and provides valuable insights for continuous improvement and targeted support for learners; hence, evaluating the learners' reading levels after the National Learning Camp involves a comprehensive assessment process that includes standardized tests, teacher assessments, and qualitative feedback.

The following sections present and discuss the significant difference between the reading levels of the NLC learners before and after the NLC 2024 was conducted.

Table 10 shows the significant difference between the reading levels of the NLC learners before and after the NLC 2024 was conducted.

Table 10. *Test of Significant Differences between the Reading Levels of the NLC Learners before and after the NLC 2024 was Conducted*

Variables	Mean	t	p-value	Interpretation
Before NLC	2.0	-20.187	.000	Significant
After NLC	3.10			

Table 10 presents the results of a statistical test comparing learners' reading levels before and after participating in the 2024 National Literacy Campaign (NLC). The mean reading level before the campaign was 2.0, increasing to 3.10 after the NLC. This suggests a notable improvement in learners' reading skills following their participation. The t-value of -20.187 indicates a significant difference between the reading levels before and after the NLC, with a large effect size. Additionally, the p-value of 0.000 confirms that this difference is statistically significant, meaning the improvement is unlikely due to chance. Overall, the results show that the NLC positively and significantly impacted learners' reading levels. Therefore, the null hypothesis that *There is no significant difference between the reading level of the NLC learners before and after the NLC 2024 was conducted* is rejected.

The statistical analysis results comparing learners' reading levels before and after the 2024 National Literacy Campaign (NLC) highlight a significant improvement in participants' reading abilities. The substantial rise in the average reading level from 2.0 before the campaign to 3.10 following the NLC signifies a remarkable improvement in reading competency among the students. The computed t-value of -20.187 indicates a significant disparity in reading levels pre- and post-NLC, further corroborated by a substantial effect size. The p-value of 0.000 indicates statistical significance, demonstrating that the observed improvement in reading abilities is a direct consequence of the NLC's influence rather than random variation. The results collectively confirm the significant and beneficial impact of the NLC on participants' reading skills, highlighting the campaign's efficacy in promoting literacy advancement.

The null hypothesis, which asserted no significant difference in the reading levels of NLC learners before and after the 2024 campaign, has been rejected, reinforcing the substantial effect of the NLC on improving reading skills. The results confirm the success of the NLC in meeting its educational goals by showing a clear and statistically significant improvement in reading proficiency.

The ramifications of these findings surpass simple statistical significance, highlighting the concrete advantages gained by the learners through their involvement in the campaign. This result emphasizes the effectiveness of targeted literacy interventions.

Conclusions

The implementation of the National Learning Camp (NLC) in Maramag 1 District, Division of Bukidnon, for School Year 2024–2025 demonstrated remarkable competence across critical domains such as camper identification, parental consent, attendance management, school provision strategies, monitoring and evaluation procedures, collaborative expertise, and stakeholder support. This holistic and well-structured approach ensured the successful execution of the program and provided a model of best practices in educational intervention.

The program's impact was evident in the significant improvement in learners' reading levels, with many transitioning from needing support to achieving the Instructional level, highlighting enhanced literacy capabilities. The statistically significant gains in reading proficiency following NLC 2024 led to the rejection of the null hypothesis, affirming the effectiveness of the intervention in fostering independent reading skills and improving overall academic outcomes.

In light of these findings, it is recommended that educators closely examine and consider replicating the effective strategies employed in the NLC, focusing on key operational components to enhance educational initiatives. School administrators are encouraged to implement similar targeted literacy programs, recognizing their potential to substantially elevate students' academic performance. Furthermore, students are urged to acknowledge their reading progress as a result of the NLC, remain committed to further literacy development, and actively seek support to continue building their competencies. Collectively, these actions can sustain and expand the positive impact of the National Learning Camp across educational settings.

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