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THE EFFECTS OF THE NATIONAL LEARNING CAMP TO THE COMPREHENSIVE RAPID LITERACY ASSESSMENT OF GRADE 1 STUDENTS

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ABSTRACT

The Department of Education in the Philippines has implemented the National Learning Camp (NLC) to address issues in basic education such as the development of foundational literacy skills among Grade 1 learners such as rhyming awareness, and letter-recognition skills. This is a quantitative study which employed a One-Group Pretest-Posttest Design. Sources of data include the results of the Comprehensive Rapid Literacy Assessment (CRLA) from five (5) selected public elementary schools; hence, the instrument used was Comprehensive Rapid Literacy Assessment (CRLA) which was then used for the National Learning Camp for school year 2023-2024. The study used statistical tools such as weighted mean, frequency counts, percentage, and Wilcoxon Signed Ranked Test. The pretest results revealed that majority of Grade 1 learners required intensive instructional intervention to which the National Learning Camp is intended to provide. while the posttest results revealed significant increase in the number of learners who were qualified to proceed with Task 2-B which concludes that many learners improved their letter-sound recognition skills. Therefore, there is a statistically significant difference between the pretest and posttest performance of the learners in Task 1 Letter-Sound Recognition, Task 2-A (Rhymes), and Task 2-B Letter-Sound Recognition which indicates that the National Learning Camp had a positive effect on the learners' foundational literacy skills, particularly in letter-sound recognition as determined by the CRLA scores. Thus, recommendations emphasized the need for the continuous literacy intervention programs focusing on the development of Grade 1 learners' foundational literacy skills.

Keywords: Polytechnic University of the Philippines (PUP); National Learning Camp, Comprehensive Rapid Literacy Assessment, Foundational Literacy Skills, Literacy Program

1 INTRODUCTION

Foundational literacy skills form the basis for children's future academic progress and daily life tasks which should be developed during the early years of child's developmental years from 0 to 8 years old (UNICEF, 2021). Foundational literacy skills include the phonemic awareness skills, phonological awareness skills, rhyming awareness, and letter-recognition skills (Lindsey, 2024; Milankov, V., et. al, 2021; UNICEF, 2021). Phonemic awareness is one of the fundamental literacy skills that is essential for Grade 1 learners as it plays a significant role in learners' acquisition of reading proficiency and comprehension (Bailly, 2025). On the other hand, phonological awareness (PA) is crucial for literacy development directly aiding in decoding and spelling. This awareness allows children to understand the

correspondence between phonemes (sounds) and graphemes (letters) which is essential for navigating alphabetic writing systems (International Literacy Association, 2019).

The early elementary years, particularly Grade 1, represent a critical stage in literacy development, hence, assessing these young learners' early language and literacy development is a critical process that enables educators and parents to deeply understand the child's development, which is essential for future academic success (Postanes, et. al, 2023). Therefore, the Department of Education in the Philippines issued assessment procedures to assess, monitor, and bring out immediate interventions on early grade learners such as the Comprehensive Rapid Literacy Assessment (CRLA) to assess learners' literacy during the National Learning Camp (NLC) classes for the school year 2023-2024. It is an assessment tool used by teachers to assess students' reading levels in Grades 1 through 3. The data collected in this assessment might provide much needed results in developing enhancement program to address some pressing problems. It aids teachers in developing intervention activities for the academic year, promoting educational equity by assessing student performance across all areas and providing targeted support (Region IV-A Memorandum No. 601, s. 2024).

Based on Department of Education (DepEd) Order No. 14, series of 2023, NLC implementation used the CRLA to evaluate learners' foundational reading skills and guide subsequent assessment procedures. It is also designed to evaluate Grade 1 learners' mother-tongue or native tongue foundational reading skills. As for this study, the CRLA evaluates learners' skills in reading "Tagalog" letters. The CRLA score and the second tasks will determine the reading classification of the learners which will also serve as a basis for the camp designation of learners in the National Learning Camp: Enhancement Camp, which develops abilities for advanced learners; Consolidation Camp, which reinforces previously acquired competencies; and Intervention Camp, which supports individuals facing difficulties with foundational skills in Mathematics and English. The NLC seeks to enhance learner performance and teacher proficiency, recognizing the essential role of educators in attaining superior learning outcomes (DO 14, s. 2023).

However, various studies such as of Quezada (2024), and Soria (2024) have identified numerous issues, problems, and challenges in the implementation of National Learning Camp (NLC) which include insufficient resources, module preparation, unsuitable materials, attendance issues, reading proficiency, inadequate teacher training, deficiency in student engagement, and varied camp experiences. Conversely, other findings revealed that learners perceived the National Learning Camp (NLC) as a meaningful and beneficial learning experience that enhanced their motivation and willingness to improve their reading performance despite the challenges encountered during its implementation such as reading language preference, limited time allocation, and varying levels of parental support which has influenced learners' engagement and progress throughout the program (Luana and Siat, 2025).

In the City Schools Division of Dasmariñas, an annual NLC Literacy and Numeracy Convergence was conducted to formally share best practices in literacy and numeracy, present gains and gaps in schools' recovery programs, and set directions for the next year of implementation. Following this, the Office of the Curriculum Implementation Division (CID) directs all schools in the City Schools Division of Dasmariñas to implement monthly reading progress monitoring commencing in October 2024 to systematically monitor, assess, and facilitate the ongoing advancement of learners' reading proficiency (Division Memorandum No. 767, series of 2024).

Studies conducted regarding the National Learning Camp (NLC) implementation mostly focused on secondary learners, and other grade level learners such as the study of Luana & Siat (2025), Espinosa and Guevara (2024), Gagabe, et. al (2024), Domingo (2024), Cayetano (2026); while studies of David, et. al (2024), Doloricon (2025) and Romano (2024) focused on other variables. Also, studies regarding the importance of Comprehensive Rapid Literacy Assessment (CRLA) utilization in the implementation of the National Learning Camp focused on other variables such as of Balingbing and Tudlasan, Jr. (2025), Patindol (2025), Manganip (2026), Inot, et. al (2024), Camacho and Gamba (2026), and Casingal, et. al (2024), and Zapanta (2021). These variables include, but not limited to, on-the-ground experiences, perceptions, and challenges of school administrator, teacher-volunteers, parents or guardians, and students and strategic evaluation and monitoring of implementation of National Learning Camp. Having said that, the present study aimed to bridge these gaps to contribute to the body of knowledge on the subject.

Considering the aforementioned and identified research gaps, and the results of the CRLA assessment before and after the implementation of the National Learning Camp in the City Schools Division where the study conducted, it is deemed crucial to delve into a thorough study on the effects of the NLC to the CRLA performance scores of Grade 1 learners to provide an illustrative description of the status of the program and provide opportunities for early literacy skills development programs to contribute to the early grade learners' overall literacy development and to ensure that the enrolled learners meet their grade-level competency requirements and that all students can achieve their full potential. Utilizing CRLA assessment results, the study could identify specific areas for improvement and develop supplementary actions to be taken to help the young learners develop foundational literacy skills.

Hence this study aimed to investigate the effects of the National Learning Camp (NLC) on the Comprehensive Rapid Literacy Assessment (CRLA) of Grade 1 learners. Specifically, this study sought to answer the following research questions:

- What is the camp designation of Grade 1 learners in the NLC?
- What are the pretest results of Grade 1 learners based on Comprehensive Rapid Literacy Assessment (CRLA) in terms of:
 - Task 1 Letter-Sound Recognition
 - Task 2-A Rhymes
 - Task 2-B Letter-Sound Recognition
- What are the posttest results of Grade 1 learners based on Comprehensive Rapid Literacy Assessment (CRLA) in terms of:
 - Task 1 Letter-Sound Recognition
 - Task 2-A Rhymes
 - Task 2-B Letter-Sound Recognition
- Is there any significant difference between the pretest and posttest results in terms of:
 - Task 1 Letter-Sound Recognition
 - Task 2-A Rhymes
 - Task 2-B Letter-Sound Recognition

2 MATERIALS AND METHODS

This study employed a quantitative research approach, specifically utilizing a quasi-experimental research design through a One-Group Pretest–Posttest Design wherein a single group of participants was assessed using the Comprehensive Rapid Literacy Assessment (CRLA) before the intervention (pretest) and after the intervention (posttest) to examine changes in foundational literacy skills of learners in terms of letter-sound recognition and rhyming. For the purposes of this study, the quantitative data were collected from the respondent schools which composed of the pre-test and post-test results of Grade 1 learners who have participated in the National Learning Camp (NLC) for school year 2023-2024 which utilized the old version of the CRLA; wherefore, the study did not conduct the CRLA pretest and posttest.

The stratified random sampling method was used to make sure that every part of population is represented. To wit, Grade 1 learners were selected from five (5) schools belonging to five (5) different clusters in the City Schools Division of Dasmariñas to represent each cluster. After the five (5) schools were selected, finite population correction formula was used to determine the appropriate sample size population for Grade 1 learners for each selected school.

In conducting the study, the researcher forwarded letter of permission to the City Schools Division of Dasmariñas requesting to conduct the present study. After the indorsement letter has been received, the researcher also forwarded letters to the respondent schools requesting for the data results of the Comprehensive Rapid Literacy Assessment (CRLA) administered both prior to and following the implementation of the National Learning Camp for the School Year 2023–2024. After the data were obtained, the researcher ensures strict adherence to data privacy and confidentiality measures in accordance with the Data Privacy Act of 2012. After the study, data retention complies with institutional guidelines and is maintained for a limited period before proper disposal to uphold confidentiality.

3 RESULTS AND DISCUSSION

Based on the problems presented and data gathered with their analysis and interpretation accordingly, the following findings were obtained:

3.1 Camp Designation of Grade 1 Learners in the NLC

Table 1 displays the frequency distribution of the Grade 1 learners based on their camp designation to the National Learning Camp (NLC) as a result of the pre-assessment using the Comprehensive Rapid Literacy Assessment (CRLA). As displayed in the table, there were 129 learners or 74.57 percent belonged to the Intervention Camp; 32 learners or 18.50 percent belonged to Consolidation Camp; and 12 learners or 6.94 learners who belonged to the Enhancement Camp.

Majority of Grade 1 learners belonged to the Intervention Camp which required intensive instructional intervention to which the National Learning Camp is intended to provide. Following this, a smaller proportion of the learners belonged to the Consolidation Camp which indicates the acquisition of foundational literacy skills but still needed reinforcement and continued intervention to attain greater mastery. Ultimately, the remaining relatively small proportion of Grade 1

learners belonged to the Enhancement Camp which demonstrated proficiency in the foundational literacy skills, yet enrichment activities are needed to further develop higher-order literacy skills and sustain their reading developments.

Table 1: Frequency Distribution in Terms of Camp Designation

NLC Camps	Frequency	Percent
Intervention Camp	129	74.57%
Consolidation	32	18.50%
Enhancement	12	6.94%
Total	173	100.00%

These findings align with the findings of Ledesma (2025) which stresses the importance of designing and fitting educational interventions to address specific needs of different school contexts such as the National Learning Camp. The implementation of camp designation further aligns with the findings of Ubod (2026) which emphasizes that learners achieve optimal growth when instructional support is responsive, scaffolded, and socially interactive. This further aligns with the principles of Differentiated Instruction and Assessment for Learning which posit that adapting teaching to students' needs is an important characteristic of effective teaching which could enhance both learning and achievement by combining their complementary skills; hence, teachers adapting their methods to meet student needs stand to benefit from this integration (van Geel, et. al, 2023).

3.2 The Pretest Results of Grade 1 Learners based on CRLA.

Table 2: Frequency Distribution of Task 1 Letter-Sound Recognition (Pretest Scores)

Task 1 Letter-Sound Recognition (Pre-Test Scores)	Frequency	Percent	Weighted Mean
0	6	3.47	5.47
1	7	4.05	
2	10	5.78	
3	14	8.09	
4	6	3.47	
5	31	17.92	
6	44	25.43	
7	23	13.29	
8	21	12.14	
9	4	2.31	
10	7	4.05	
Total	173	100.00	

Table 2 shows the frequency distribution of task 1 letter-sound recognition of Grade 1 learners based on the CRLA pretest scores. There were 173 Grade 1 learners who were assessed in Task 1 Letter-Sound Recognition. The highest frequency was recorded at a score of 6 accounting for 25.43 percent or 44 learners followed by a score of 5 accounting for 17.92 percent or 31 learners. Conversely, the least frequency was recorded at a score of 9, accounting for 2.31 percent or 4 learners. Moreover, there were only 55 learners or 31.79 percent who obtained scores from 7 to 10 in Task 1 (Letter-Sound Recognition) which were then redirected to Task 2-B (Letter-Sound Recognition). The overall weighted mean was 5.47 which indicates that majority of Grade 1 learners require further assessments through rhyming to determine whether learners have knowledge on the sounds corresponding to the letters necessary for reading tasks.

Table 3: Frequency Distribution of Task 2-A Rhymes (Pretest Scores)

Task 2-A Rhymes (Pre-Test Scores)	Frequency	Percent	Weighted Mean
1	1	0.85	7.04
2	1	0.85	
3	10	8.47	
4	9	7.63	
5	20	16.95	
6	13	11.02	
7	2	1.69	
8	13	11.02	
9	24	20.34	
10	25	21.19	
Total	118	100.00	

Table 3 shows the frequency distribution of task 2-A Rhymes of Grade 1 learners based on the CRLA pretest scores. There were 118 Grade 1 learners who continued with task 2-A Rhymes following the CRLA administration protocol. The results reveal that the learners obtained Rhymes scores ranging from 1 to 10 with a weighted mean of 7.04. The highest frequency was recorded at a score of 10 obtained by 25 learners or 21.19 percent followed by a score of 9 with 24 learners or 20.34 percent and a score of 5 with 20 learners or 16.95 percent while only 1 learner each obtained scores of 1 and 2 or 0.85 percent.

Table 4: Frequency Distribution of Task 2-B Letter-Sound Recognition (Pretest Scores)

Task 2-B Letter-Sound Recognition (Pre-Test Scores)	Frequency	Percent	Weighted Mean
5	1	1.82	7.78
6	7	12.73	
7	14	25.45	
8	21	38.18	
9	5	9.09	
10	7	12.73	
Total	55	100.00	

Table 4 shows the frequency distribution of task 2-B Letter-Sound Recognition of Grade 1 learners based on the CRLA pretest scores. There were 55 Grade 1 learners who continued with Task 2-B Letter-Sound Recognition following the CRLA administration protocol. The highest frequency was recorded at a score of 8 obtained by 21 learners or 38.18 percent followed by a score of 7 obtained by 14 learners or 25.45 percent. Conversely, only 1 learner or 1.82 percent obtained a score of 5.

It is likewise important to note that the pretest results of Grade 1 Learners based on CRLA revealed that majority of the learners proceeded with Task 2-A Rhymes which indicates the necessity for targeted literacy interventions such as the National Learning Camp to develop the foundational literacy skills necessary for decoding and early reading development. These findings align with the goals and objectives of the National Learning Camp (NLC) as a voluntary learning recovery program which aims to address learning gaps and support K to 12 students in public schools to meet educational standards, particularly in response to learning losses, and focuses on enhancing academic performance through various educational programs while also strengthening teacher capabilities (DepEd Order No. 14 series of 2023; Hernando-Malipot, 2023). Moreover, according to Apurada (2023), the NLC 2023, instituted at the conclusion of the academic year, seeks to mitigate these deficits by providing enrichment, intervention, and remedial camp programs.

These programs shall assist pupils in addressing the deficiencies and foster critical thinking, enhance problem-solving skills, and cultivate a passion for learning, ultimately preparing students for academic success.

3.3 The Posttest Results of Grade 1 Learners based on CRLA.

Table 5: Frequency Distribution of Task 1 Letter-Sound Recognition (Posttest Scores)

Task 1 Letter-Sound Recognition (Posttest Scores)	Frequency	Percent	Weighted Mean
2	1	0.58	7.87
4	1	0.58	
5	8	4.62	
6	27	15.61	
7	29	16.76	
8	46	26.59	
9	27	15.61	
10	34	19.65	
Total	173	100.00	

Table 5 depicts the frequency distribution of Task 1 Letter-Sound Recognition of Grade 1 learners based on the CRLA posttest scores. There were 173 Grade 1 learners who were assessed in Task 1 Letter-Sound Recognition. The results reveal that the learners obtained Letter-Sound Recognition scores ranging from 2 to 10 with a weighted mean of 7.87 which is considerably higher than the pretest weighted mean of 5.47. Comparing these with the pretest results, a notable shift in learner performance is evident as the number of learners who were qualified for Task 2-B increased substantially to 136 learners or 78.61 percent whereas those requiring Task 2-A decreased to 37 learners or 21.39 percent. Overall, this increase in the posttest may also indicate that the National Learning Camp contributed to improved letter-sound recognition among the Grade 1 learners.

Table 6: Frequency Distribution of Task 2-A Rhymes (Post-Test Scores)

Task 2-A Rhymes (Post-Test Scores)	Frequency	Percent	Weighted Mean
5	2	5.41	9.05
6	1	2.70	
7	2	5.41	
8	3	8.11	
9	9	24.32	
10	20	54.05	
Total	37	100.00	

Table 6 depicts the frequency distribution of Task 2-A Rhymes of Grade 1 learners based on the CRLA posttest scores. There were only 37 Grade 1 learners who continued with task 2-A Rhymes following the CRLA administration protocol. The results reveal that the learners obtained Rhymes scores ranging from 5 to 10 with a weighted mean of 9.05 which is considerably higher than the pretest Rhymes scores ranging from 1 to 10 with a weighted mean of 7.04. In addition to the findings, the highest frequency was recorded at a score of 10 obtained by 25 learners or 54.05 percent followed by a score of 9 obtained by 9 learners or 24.32 percent while only 2 learners or 5.41 percent each obtained scores of 5 and 7 and 1 learner or 2.70 percent obtained a score of 6. This indicates that most of the learners in this task demonstrated stronger proficiency in identifying rhyming word pairs after participating in the National Learning Camp. Thus, the absence of scores below 5 indicates an overall improvement in the learners' performance in the Rhymes task following the intervention.

Table 7: Frequency Distribution of Task 2-B Letter-Sound Recognition (Post-Test Scores)

Task 2-B Letter-Sound Recognition (Post-Test Scores)	Frequency	Percent	Weighted Mean
5	1	0.74	8.40
6	9	6.62	
7	19	13.97	
8	47	34.56	
9	25	18.38	
10	35	25.74	
Total	136	100.00	

Table 7 depicts the frequency distribution of Task 2-B Letter-Sound Recognition of Grade 1 learners based on the CRLA posttest scores. The results reveal that the learners obtained Task 2-B Letter-Sound Recognition scores ranging from 5 to 10 with a weighted mean of 8.40 which is considerably higher than the pretest Task 2-B Letter-Sound Recognition scores ranging from 5 to 10 with a weighted mean of 7.78. In addition to this, the highest frequency was recorded at a score of 8 obtained by 47 learners or 34.56 percent followed by a score of 10 obtained by 35 learners or 25.74 percent, and a score of 9 obtained by 25 learners or 18.38 percent while the least frequency recorded was at a score of 6 obtained by 9 learners or 6.62 percent, and only 1 learner or 0.74 percent obtained the lowest score of 5. This indicates that majority of the learners who proceeded with this task demonstrated enhanced proficiency in letter-sound recognition.

It can also be noted that there were 136 Grade 1 learners who proceeded with Task 2-B Letter-Sound Recognition which is significantly higher during the pretest which was only composed of 55 learners. This significant increase in the number of learners who were qualified to proceed with Task 2-B positively reflects learners' improvement in their level of proficiency required to complete the higher-level letter-sound recognition task which support the effectiveness of the National Learning Camp in strengthening foundational literacy skills particularly letter-sound recognition skills which is a critical prerequisite for successful reading development.

A clear distinction should be made between the pretest and posttest results in which the posttest results revealed significant increase in the number of learners who were qualified to proceed with Task 2-B which concludes that many learners improved their letter-sound recognition skills which positively reflects learners' improvement in their level of proficiency required to complete the higher-level letter-sound recognition task which support the effectiveness of the National Learning Camp in strengthening foundational literacy skills particularly letter-sound recognition skills which is a critical prerequisite for successful reading development. These findings align with the studies of Buendia (2025) which reveals that the implementation of the National Learning Camp (NLC) has had a significant and positive impact on the literacy and numeracy development among learner participants. Also, Gagabe, et. al (2024) revealed that the National Learning Camp (NLC) has shown beneficial effects on student academic achievement and involvement and recorded that targeted interventions and innovative instructional strategies have resulted in quantifiable enhancements in essential areas such as literacy, numeracy, and critical thinking abilities. Ledesma (2025) also found that the National Learning Camp (NLC) was implemented effectively across schools in the division as it effectively addressed learning recovery needs.

3.4 Significant Difference Between the Pretest and Posttest Results.

Table 8: Significant Difference Between the Pretest and Posttest Results in terms of Task 1 (Letter-Sound Recognition)

Task 1 (Letter-Sound Recognition)	Weighted Mean	t-value	p-value	Decision	Remarks
Pre-Test	5.47	-20.550	.000	Reject Ho	Significant
Post-Test	7.87				

Table 8 presents the significant difference between the pretest and posttest results in terms of Task 1 (Letter-Sound Recognition) of the Comprehensive Rapid Literacy Assessment (CRLA). As presented in the table, the learners obtained

a weighted mean of 5.47 in the pretest which substantially increased to 7.87 in the posttest reflecting an improvement of 2.40 points after the implementation of the National Learning Camp (NLC). Moreover, the negative t-value simply indicates the direction of the comparison where the pretest scores were subtracted from the posttest scores during the analysis which does not imply a decline in performance. Rather, the increase in the weighted mean from 5.47 to 7.87 demonstrates that the learners achieved higher scores during the posttest indicating improved letter-sound recognition skills after the National Learning Camp (NLC) classes. The improvement in learners' letter-sound recognition performance is likewise reflected in the CRLA assessment as there were only 37 learners or 21.39 percent remained in the 0 to 6 score range scores requiring to proceed to Task 2-A (Rhymes) during the posttest from 118 learners or 68.21 percent who obtained scores ranging from 0 to 6 during the pretest. This significant decrease in the number of learners to proceed to Task 2-A (Rhymes) reflects that considerably greater proportion of learners demonstrated the level of letter-sound recognition expected for progression to the higher-level task after participating in the National Learning Camp and likewise reflects that few learners demonstrated a lower level of progression in terms of letter-sound recognition.

In addition to this, the paired-samples t-test yielded a computed t-value of -20.550 with a p-value of .000 which is less than the 0.05 level of significance, hence the null hypothesis is rejected. This indicates that there is a statistically significant difference between the pretest and posttest performance of the learners in Task 1 Letter-Sound Recognition. The findings provide sufficient statistical evidence that the learners' letter-sound recognition skills significantly improved after participating in the National Learning Camp.

Overall, the findings suggest that the National Learning Camp had a positive effect on the learners' foundational literacy skills particularly in letter-sound recognition as letter-sound recognition is a critical component of phonemic awareness and an essential prerequisite for early reading development. Likewise, the significant improvement observed in this study provides empirical support for the effectiveness of the intervention in strengthening the foundational literacy competencies of Grade 1 learners.

Table 9: Significant Difference Between the Pretest and Posttest Results in terms of Task 2-A (Rhymes)

Task 2-A (Rhymes)	Weighted Mean	t-value	p-value	Decision	Remarks
Pre-Test	7.04	-16.084	.000	Reject Ho	Significant
Post-Test	9.05				

Table 9 presents the significant difference between the pretest and posttest results in terms of Task 2-A (Rhymes) of the Comprehensive Rapid Literacy Assessment (CRLA). It can be noted that this analysis involved only the learners who were redirected to do the Rhymes task as a result of the Task 1 assessment during both the pretest and posttest. As presented in the table, the learners obtained a weighted mean of 7.04 in the pretest which substantially increased to 9.05 in the posttest reflecting an improvement of 2.01 points after the implementation of the National Learning Camp (NLC). This indicates an improvement in their performance after participating in the National Learning Camp as likewise reflected in the CRLA assessment as the scores ranges from 5 to 10 in the posttest while the scores ranges from 1 to 10 during the pretest. This also suggests that most of the learners became more proficient in recognizing sound patterns and rhyming relationships between words during the post assessment.

In addition to this, the paired-samples t-test yielded a computed t-value of -16.084 with a p-value less than .001, which is lower than the 0.05 level of significance, hence, the null hypothesis is rejected. Therefore, there is a statistically significant difference between the pretest and posttest performance of the learners in Task 2-A (Rhymes). This finding indicates that the learners significantly improved their ability to recognize rhyming word pairs following their participation in the National Learning Camp (NLC). Overall, the findings suggest that the National Learning Camp (NLC) has positively enhanced learners' phonological awareness as measured by the Rhymes component of the Comprehensive Rapid Literacy Assessment (CRLA). This significant improvement observed in this study supports the effectiveness of the intervention in strengthening the foundational literacy competencies of Grade 1 learners particularly in rhyming task.

Table 10: Significant Difference Between the Pretest and Posttest Results in terms of Task 2-B (Letter-Sound Recognition)

Task 2-B (Letter-Sound Recognition)	Weighted Mean	t-value	p-value	Decision	Remarks
Pre-Test	7.78	-8.773	.000	Reject Ho	Significant
Post-Test	8.40				

Table 10 presents the significant difference between the pretest and posttest results in terms of Task 2-B (Letter-Sound Recognition) of the Comprehensive Rapid Literacy Assessment (CRLA). It can be noted that this analysis involved only the learners who were redirected to do the Task 2-B task as a result of the Task 1 assessment during both the pretest and posttest. As presented in the table, the learners obtained a weighted mean of 7.78 in the pretest which substantially increased to 8.40 in the posttest reflecting an improvement of 0.62 points after the implementation of the National Learning Camp (NLC). This increase in the weighted mean reflects an improvement in the learners' performance in the second Letter-Sound Recognition task after participating in the National Learning Camp (NLC) as likewise reflected in the CRLA assessment as the highest frequency was recorded at a score of 8 obtained by 47 learners or 34.56 percent followed by a score of 10 obtained by 35 learners or 25.74 percent, and a score of 9 obtained by 25 learners or 18.38 percent during the posttest while the highest frequency was recorded at a score of 8 obtained by 21 learners or 38.18 percent followed by a score of 7 obtained by 14 learners or 25.45 percent during the pretest.

In addition to this finding, the paired-samples t-test yielded a computed t-value of -8.773 with a p-value less than .001, which is lower than the 0.05 level of significance, hence the null hypothesis is rejected; therefore, there is a statistically significant difference between the pretest and posttest performance of the learners in Task 2-B Letter-Sound Recognition. This finding indicates that the National Learning Camp had significantly improved learners' performance in this component of the CRLA. This likewise provide evidence that the learners demonstrated enhanced proficiency in the second Letter-Sound Recognition task which contributes to their overall CRLA performance.

Overall, the findings suggest that the National Learning Camp had effectively enhanced the learners' letter-sound recognition skills as reflected in the posttest performance. This likewise provides empirical evidence that the intervention strengthened the learners' foundational literacy competencies. This observed improvement highlights the value of the National Learning Camp (NLC) as a learning recovery intervention for Grade 1 learners as letter-sound recognition is an essential prerequisite for decoding, word recognition, and beginning reading.

This also highlights that the intervention measures and remediation strategies were successfully executed, hence, the number of Grade 1 learners with severe literacy challenges were reduced. This affirms the achievement of the objectives of the National Learning Camp, that is, to improve learner outcomes and to strengthen teacher competence (DepEd Order No. 14, s. 2023). Hence, these findings affirm that the National Learning Camp (NLC) has delivered significant and positive results, bridging foundational literacy gaps, achieving targeted objectives, and improving learners' capabilities gearing toward grade-level readiness.

It is worth noting that there is a statistically significant difference between the pretest and posttest performance of the learners in Task 1 Letter-Sound Recognition, Task 2-A (Rhymes), and Task 2-B Letter-Sound Recognition. This indicates that the National Learning Camp had a positive effect on the learners' foundational literacy skills, particularly in letter-sound recognition as determined by the CRLA scores. Likewise, the significant improvement observed in this study provides empirical support for the effectiveness of the intervention in strengthening the foundational literacy competencies of Grade 1 learners. Empirical evidence such as the results of the CRLA provides opportunities for teachers to continuously monitor students' reading progress and helps in designing interventions effectively (Cardoso-Ellema, 2024). Zapanta (2021) also noted that the Comprehensive Rapid Literacy Assessment conducted by teachers were used to document significant struggles in early grade reading assessments. In this regard, Balingbing and Tudlasan, Jr. (2025) found a positive correlation between CRLA and reading performance which means that the implementation of the Comprehensive Rapid Literacy Assessment (CRLA) is effective, with teachers regularly administering it and utilizing resources well. In addition, Patindol (2025) found that the Comprehensive Rapid Literacy Assessment (CRLA) illustrated a structured overview of pupils' reading performance, showing a positive trend in literacy growth. That's why Manganip (2026) concluded that the Comprehensive Rapid Literacy Assessment (CRLA) substantially improved the reading performance learners emphasizing the importance of CRLA as an effective foundation for creating targeted, differentiated instruction that can substantially enhance early grade literacy.

4 CONCLUSION

The camp designation serves as an important baseline profile of the participants which provides context for interpreting the subsequent results in the learners' performance as determined by the Comprehensive Rapid Literacy Assessment (CRLA) performance after participation in the National Learning Camp. It revealed that majority of Grade 1 learners required intensive instructional intervention to which the National Learning Camp is intended to provide. The pretest results of Grade 1 Learners based on CRLA revealed that there is a need for targeted literacy interventions such as the National Learning Camp to develop the foundational literacy skills necessary for decoding and early reading development. Learners differed in their level of mastery of letter-sound recognition; thus, not all learners who progressed to Task 2-B exhibited the same level of proficiency. On the other hand, the posttest results revealed a notable shift in learners' performance scores which shows significant increase in the number of learners who were qualified to proceed with Task 2-B. This positively reflects that many learners improved their letter-sound recognition skills and reached the CRLA benchmark for progressing to the next level of assessment. This also shows that many learners improved in their level of proficiency required to complete the higher-level letter-sound recognition task which support the effectiveness of the National Learning Camp in strengthening foundational literacy skills particularly letter-sound recognition skills which is a critical prerequisite for successful reading development. Therefore, the study concluded that the National Learning Camp had a positive effect on the learners' foundational literacy skills, particularly in letter-sound recognition as determined by the CRLA scores. Likewise, the significant improvement observed in this study provides empirical support for the effectiveness of the intervention in strengthening the foundational literacy competencies of Grade 1 learners.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

The author declares that there is no conflict of interest regarding the publication of this paper.

Statement of ethical approval

This study is guided by the ethical principles of the American Psychological Association (APA), including Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity, in conducting data-gathering activities and in the writing process (American Psychological Association, 2017), and in accordance with the Data Privacy Act of 2012. Moreover, this study was cleared and approved by the Research Ethics Committee of the Polytechnic University of the Philippines Open University System. Procedures are carefully implemented to meet and uphold ethical standards throughout the research.

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