

National Learning Camp: A Boon Or Bane On Students' Reading Abilities



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ABSTRACT: Education is most successful when learners receive suitable support and direction, slowly decreasing the help as they gain proficiency in a specific skill or subject. Thus, this study investigated the impact of the National Learning Camp towards students' reading abilities among secondary students. Utilizing a quantitative research design, data were gathered from forty secondary students, focusing on their reading comprehension and reading fluency. Results revealed high levels both in their reading comprehension and reading fluency. Additionally, two inter-raters help the researchers in gathering the data of students' reading fluency. Conclusions suggest all students showed improvements in fluency, with significant increase in the number of the students scoring very high. Similarly, reading comprehension skills saw a notable improvement, with a higher percentage of students achieving high and very high scores post-camp. The study reveals a high significantly improved both reading fluency and reading comprehension skills among the secondary students.

KEYWORDS: Reading abilities, Reading comprehension, Reading fluency, National learning camp, Secondary students

1. INTRODUCTION

The most difficult task confronted by educators today is figuring out how to improve the declining proficiency of Filipino pupils in reading. A couple of measures have been employed by educators, including teachers and school officials, to improve the problem. In order to address the established language abilities, language textbooks have been utilized. Collaboration between the government and non-government organizations that provide education can help solve this educational conundrum. In order to solve the issue, he also underlined the value of teacher training, libraries, instructional materials, and other reading materials that the government may offer [1]. Reading proficiency is essential in today's culture. They emphasize that reading is not merely a pastime but an essential prerequisite for fully engaging in life and participating in efforts to promote national progress [2].

With the involvement of the Philippines in the Programme for International Student Assessment (PISA), the outcomes revealed that 15-year-old students in the Philippines had lower scores in reading and mathematics than the majority of other participating nations and economies. In terms of reading comprehension, the Philippines achieved a score of 340 points, while the OECD average stands at 487. This indicates that the typical Filipino student in PISA 2018 performed two levels below the average student in the OECD. Given that not all parents are able to educate their children, this modular distance learning became a significant difficulty for educators, learners, and parents. Epidemic nearly slowed down children's learning since most kids and students used too many devices and social media applications and did not have enough time to practice reading and comprehension. The essential elements of reading comprehension and fluency are explored in some way, with a focus on how they are related and how crucial both are to proficient reading. It emphasizes that reading fluency includes being able to read properly, but reading comprehension is knowing what we read.[3]

While school administrators are in charge of giving every student the chance to receive an education, instructors must also offer pupils efficient interventions to guarantee that every student is learning as much as they can. Students must be able to use reading strategies in order to fully profit from the reading and develop the critical reading comprehension abilities they need. Students who struggle with reading may suffer as a result.[4] According to numerous studies, students who have trouble reading, particularly in their early years, are more likely than their peers to experience emotional and behavioral issues, school failure, and dropout. [5], [6], [7], [8] Middle school learners who struggle with reading have had their reading comprehension abilities

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improved via the use of content area reading treatments. As reading teaching progresses from fundamental to more advanced skills in middle and high school, students must rely on their comprehension skills to acquire a sufficient knowledge of the text.[9]

To tackle the existing gap, the Philippine government has introduced a range of innovations, programs, and policies within the educational system aimed at enhancing the quality of education. It was found that teachers who were hesitant to implement reading interventions either felt unqualified to teach reading to struggling students or did not believe it was their responsibility to teach reading. Teachers who have a strong doubt about their ability to influence students' learning tend to implement reading interventions with little fidelity, which can result in potentially negative program outcomes, according to research on the subject of education in the field of reading.[10] Enhancing struggling readers' reading comprehension abilities through reading interventions may be achieved by recognizing the significance of teacher efficacy and intervention implementation integrity. Elhoweris [11] found that repeated reading intervention technique was not the only factor influencing the participants' oral reading fluency and comprehension in this study. Students' reading skills have been evaluated through tests since the implementation of No Child Left Behind (NCLB) in 2002.[12] Scholars have repeatedly found that one of the main reasons for long-term remediation, retention, and eligibility for special education assistance is pupils' inability to acquire reading skills. [13] The requirements of struggling readers may be met by offering efficient interventions that make use of computer-assisted education, direct instruction, or a mix of the two.[12] Additionally, complexity of reading intervention groups varied based on the students' requirements and the different reading comprehension deficiencies they had. Many students still struggle with reading fluency, misread punctuation signs, which results in incorrect pressure and intonation, and fail to comprehend the plot and the messages that are conveyed in the story.[14] The Care for the Non-Readers (CRN) Program is "Very Effective" at enhancing struggling readers' reading abilities.[15] Teachers use every reading strategy consistently while the curriculum is being implemented. Even though the students continue to make a number of reading errors and show disinterest in completing the assigned reading assignments, their reading proficiency has significantly improved. Figuracion, Ormilla [16] found that there was a significant difference between the word reading pretest and posttest scores following the Library Hour intervention in their study, "The word reading performance of grade V pupils through a library hour program in the Philippines." These findings were reinforced by a research by Nijoku *et al.*[17], which found that having a working library is one strategy to help children develop better reading habits. They suggested that pupils should be required to read continuously. Pua [18] found statistically significant positive relationships between fourth-grade students' academic performance and their word reading and reading comprehension levels. The suggested intervention program for fourth-grade pupils has been found to be essential. The reading level of Grade II students in terms of oral reading and comprehension falls into the frustration level.[19] Reading comprehension in Grade II students is shown to be challenging in terms of word recognition/oral reading, silent reading comprehension, and listening comprehension. The purpose of the suggested reading program was to improve the reading skills of Grade II students at Eastern Schools in Botolan District by means of reading exercises and evaluation. The instructors' assessment of the reading program's usefulness and substance was overwhelmingly in agreement. Obaob [20] discovered a notable distinction in the performance of Grade 3 students prior to and following the launch of the Project Beginning Reading Intervention for Teachers and Pupils in Early Grades (BRITE), which involved teaching literacy through the use of resources and activities supplied by educators, along with the incorporation of diverse and tailored teaching strategies, techniques, and methods. As a result, the intervention is a successful program that helps teachers teach literacy skills and help students achieve high reading performance. Tangalin [21] claimed that the results of her study, "Project Read and Learn (REAL): Probing Its Effectiveness in Enhancing the Academic Performance and Reading Comprehension of Grade 7 Students," demonstrate that the intervention's implementation significantly altered the participants' test results between the pre- and post-tests. Most pupils' reading skills greatly improved after the intervention (post-test). Arevalo [22] found that the literacy performance of the Grade 4 students before and after the use of teacher-made activities and reading materials to implement remedial reading instruction differed significantly. Students' reading education must be as closely matched to their real requirements as feasible because they all have distinct demands.

One of the latest initiatives launched by the Department of Education in the Philippines is the National Learning Camp. The National Learning Camp (NLC) was proposed to tackle learning loss and improve teacher effectiveness. The NLC, or National Learning Camp Program, is a voluntary initiative beginning its phased implementation with Grade 7 & 8 learners, focusing on English, Science, and Mathematics. This intervention was facilitated by some volunteer teachers with three camps: Enhancement, Consolidation, and Intervention, catering to different learner needs. The program was first implemented during the academic year 2022-2023. It had an overwhelmingly positive impact, with minimal significant issues encountered during the National Learning Camp (NLC). Volunteer teachers at the NLC had a positive and engaging experience during the sessions. They found the workshops relevant, actively participated in discussions and activities, and were generally satisfied with the camp's environment and learning opportunities.[23] Learning has changed as a result of respondents' active involvement in the NLC's whole-school approach.[24] Effective teaching strategies and fully used learning resources were established as a result of this collaboration. It piques interest,

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increases motivation to study, and adds enjoyment to the educational process. It takes a lot of time, work, and collaboration between the instructor and the students to improve the reading skills of the students. Students with reading difficulties who struggle to read, pronounce words, or even understand what they have read might have their reading difficulties resolved by implementing National Learning Camp. While National Learning Camp had a number of positive effects and experiences, there were also obvious areas of discontent and difficulties that both teachers and students had to deal with. Future versions will need to address the issues and improve instructional strategies in order to guarantee a more universally beneficial and influential learning experience for all participants in comparable educational programs.[23]

Additionally, a few volunteer educators, expressed considerable discontent with particular elements, such as a shortage of supplies and classroom space. The first significant obstacle to the NLC's successful implementation [25], was an apparent lack of resources, which included insufficient technology, educational materials, and instructional aids. The teacher participants stated that it was more difficult to successfully teach in their NLC classrooms because to the lack of proper technology and learning resources. As a result, some students were less inclined to attend class since they thought the teachings were dull.

Despite these challenges, the NLC in 2023 was deemed successful, leading to its continuation in 2024. However, most of the studies have focused on the NLC as a whole, without specifically addressing the impact on students' reading comprehension and fluency. This has resulted in a vague description of the NLC's effects on the English subject. The researchers believe that other subjects may have contributed to the positive results of the NLC. Focusing on one specific subject, rather than the program as a whole, could yield different results. Consequently, this study presents a highly significant research question, seeking to evaluate the impact of the National Learning Camp on the reading skills of Grade 8 students. This investigation functions as an essential educational initiative, concentrating on the fundamental competencies of high school learners.

2. METHOD

2.1. Research Design

Descriptive quantitative research method was used to comprehensively assess the students' reading abilities specifically the reading comprehension and reading fluency. The descriptive method was applied to evaluate and analyze the students' reading abilities at two distinct points: prior to the camp that provided the initial level of the reading performance of the grade 8 students, and after the camp, which captured any observed changes in their reading abilities. This method aimed to offer clear and detailed picture of the respondents' reading competencies over the course of intervention program. Simultaneously, the quantitative method was used to evaluate and determine the statistical significance of any differences in the reading abilities before and after the implementation of the National Learning Camp 2024.

2.2. Locale of the Study

This study was conducted in one of the national high school in Zamboanga Sibugay, Philippines, where the Grade 8 students were chosen as the participants and who were officially enrolled in the NLC for the school year 2023-2024. The researchers chose this school as their locale for three valid reasons. Firstly, for convenience, the researchers have gathered a significant number of respondents from this school. Secondly, it is the primary school in town, representing the municipality. Lastly, there are no researchers found that have been conducted at this school.

2.3. Research Respondents

The NLC program categorizes students into three groups: Enhancement, Consolidation, and Intervention. There are eighty (80) grade 8 students who were officially enrolled in the National Learning Camp. The researchers selected forty (40) students for this study, twenty (20) from the Intervention Camp and twenty (20) from the Consolidation Camp. The Enhancement Camp was not included due to insufficient student enrollment. Students originally intended for the Enhancement Camp were instead placed in the Consolidation Camp. The researchers chose to focus on the Grade 8 students because, out of the four grade levels in Junior High School, only Grades 7 and 8 had sufficient enrollment for the study. The researchers sought participants who were more mature and had advanced learning experiences.

2.4. Research Instrument

In gathering the data on level of reading fluency of the students, rubrics was used for this study, which evaluates reader's fluency in the areas of expression and volume, phrasing, smoothness, and pace. The rubrics was adopted [26] in assessing the reading fluency of the Grade 8 students. The rubric used is an analytical rubric which is a scoring tool that breaks down a task into specific criteria, with each criterion evaluated separately using detailed performance levels. This approach provides more detailed feedback, highlighting strengths and areas for improvement in different aspects of the performance. The reading fluency of the students was evaluated by the two inter-raters. On the other hand, data on level of reading comprehension were gathered through

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the test question. The selections and questions were taken from National Learning Camp Learning Materials 2023. It consists of 20 items test questions (pre-test and post-test) in assessing the reading comprehension of the Grade 8 students. There are four selections and each selection consist of five questions. The first selection is an essay, the second is excerpt, the last two selections are narrative stories.

2.5. Research Ethics

Relevant procedures were strictly followed upon granting the permission to conduct the said study. Informed consent was used not only from the surveyed students but also from their parents, ensuring complete awareness and agreement. The students were provided with information about the research purpose, their involvement, and their right to withdraw from the study at any time without facing any consequences. Confidentiality and anonymity were ensured. The researchers strictly observed proper protocol in every aspect of the study, guaranteeing that the collected data was securely stored and accessed only by authorized researchers and the researchers was adhere to all ethical standards of research.

2.6. Data Analysis

To analyze the difference between the reading abilities of the students before and after the implementation of the National Learning Camp 2024, the first research question was addressed by administering a pre-test, which utilized rubrics and test questions to evaluate the initial reading abilities of the students. This provided a baseline measurement of their skills prior to any intervention. On the other hand, data on level of reading comprehension were gathered through the test question. The selections and questions were taken from the National Learning Camp Learning Materials 2023. The responses of the students from these research instruments addressed the first question. To answer the second research question, a post-test was conducted after the implementation of the National Learning Camp 2024. Similar to the pre-test, rubrics and test questions were used to assess the students' reading abilities, allowing for a comparison of their performance before and after the intervention. Lastly, the third research question was addressed by analyzing the data using a sample t-test. With the help of the statistician, the data was carefully calculated and interpreted and statistical method was employed to determine if there were any significant differences in the students' reading abilities between the pre-test and post-test, thereby measuring the effectiveness of the National Learning Camp in improving their reading skills.

3. RESULTS AND DISCUSSION

3.1. Level Reading Fluency and Reading Comprehension before the Implementation of the National Learning Camp

Table 1 provides information regarding the level of reading abilities in terms of Reading Fluency before the Implementation of the National Learning Camp. The data is categorized into five distinct levels of reading fluency score, with corresponding descriptive interpretations, frequencies, and percentages of the total sample. Additionally, the table includes the weighted mean and a remark based on the distribution of score levels.

Table 1. Respondents' Level of Reading Abilities in terms of Reading Fluency before the Implementation of the National Learning Camp

Score	Descriptive Interpretation	Frequency	% of Total
1-2	Very Low	0	0
3-5	Low	0	0
6-8	Average	6	15
9-11	High	15	37.5
12-16	Ver High	19	47.5
Total		40	100
Mean		11	
Remark		High	

The pre-test results indicates that before the implementation of the National Learning Camp Program, there are no students who fell in the "very low" or "low" categories for reading fluency. A significant majority (85%) of students scored either "high" or "very high" on the assessment of the reading fluency, suggesting that most students already possessed a solid foundation in reading fluency. Specifically, 37.5% scored in the "high" category, and 47.5% scored in the "very high" category, while only 15% scored in the "average" category. The distribution of the scores implies that the students had developed considerable reading

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fluency prior to the program, which could be linked to regular classroom instructions or other previous intervention programs. The weighted mean score of 11 falls under the "high" category, which aligned with the majority of the students showing above average fluency. This is indicative of a group of students with relatively strong reading skills, though the absence of student in the "very low" and "low" categories suggest that additional support or intervention may not have been as crucial in reading fluency. However, there is still room for improvement to achieve a more uniform level of fluency across all students.

Table 2 provides information regarding the level of reading abilities in terms of Reading Comprehension before the Implementation of the National Learning Camp. The data is categorized into five distinct levels of reading comprehension score, with corresponding descriptive interpretations, frequencies, and percentages of the total sample. Additionally, the table includes the weighted mean and a remark based on the distribution of score levels.

Table 2. Respondents' Level of Reading Abilities in terms of Reading Comprehension before the Implementation of the National Learning Camp

Score	Descriptive Interpretation	Frequency	% of Total
1-4	Very Low	1	2.5
5-8	Low	9	22.5
9-12	Average	19	47.5
13-16	High	6	15
17-20	Ver High	5	12.5
Total		40	100
Mean		11	
Remark		High	

The pre-test data for the reading comprehension reveals a more varied distribution of scores compared to fluency. A large portion of students (47.5%) scored in the "average" category, signifying that the majority of the students had moderate comprehension abilities. However, 22.5% scored in the "low" category, and 2.5% scored in the very low range, highlighting the presence of students who faced significant challenges in understanding and comprehending the text. On the other hand, 15% of the student scored "high" and 12.5% scored "very high", which indicate that some students exhibited a higher level of comprehension skills. The mean score of 11, which falls within the "average" category, reflects the general trend of moderate comprehension abilities among the students before the intervention. While many students, had sufficient comprehension skills, the presence of a considerable percentage of students in the "low" and "very low" categories suggest that specific intervention were necessary to address the comprehension gaps. The findings align with prior research by Snow [27] which indicated that comprehension difficulties are common, particularly in the middle school years and require targeted instructional strategies.

In Snow's [27] work on academic literacy, comprehension is viewed as a complex skill that involves not just word recognition but also the ability to interpret and integrate information. The data suggests that, while many students possessed the foundational skills, a significant proportion still faced challenges with comprehension, necessitating specific intervention like the National Learning Camp.

3.2. Level Reading Fluency and Reading Comprehension after the Implementation of the National Learning Camp

Table 3 shows the impact of the National Learning Camp on reading fluency. The result shows a marked improvement in reading fluency, the majority of the students (65%) scored in the "very high" category, while only 12.5% scored in the "average" category. No students were placed in the "very low" and "low" categories suggesting that the NLC Program was effective in enhancing reading fluency. The mean score increased from 11 to 12, indicating an improvement in students' fluency skills.

Table 3. Respondents' Level of Reading Abilities in terms of Reading Fluency after the Implementation of the National Learning Camp

Score	Descriptive Interpretation	Frequency	% of Total
1-2	Very Low	0	0
3-5	Low	0	0
6-8	Average	5	12.5

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9-11	High	9	22.5
12-16	Ver High	26	65
Total		40	100
Mean		12	
Remark		High	

The increased in percentage of students scoring “very high” and the absence of students in the lower categories point to the effectiveness of the NLC in fostering greater reading fluency. The shift from an average score of 11 (pre-test) to 12 (post-test), coupled with the absence of students in lower fluency categories, provides strong evidence that the camp effectively addressed fluency gaps. This outcome is consistent is the research of Rasinski [28] who found that intensive fluency interventions led to an improvement in reading performance, particularly when combined with appropriate practice and feedback. Reading Fluency development is essential for improving both comprehension and overall reading skills. The work of Salarvand *et al.* [29], highlights how repeated, structured practice, such as that likely offered by the NLC, is essential for students to build automaticity in reading, which directly impacts their comprehension abilities.

Table 4 demonstrates the impact of the camp on reading comprehension of the students. The post-test result indicates an improvement in reading comprehension. The number of the students scoring “high” increased to 45%, while 27.5% of students scored “very high”. Additionally, there were no students in the “very low” category and only 17.5% scored “low”. This suggests that the National Learning Camp made an impact in boosting students’ comprehension abilities. The mean scored increased from 11 – 13, reflecting a shift from average to high.

Table 4. Respondents' Level of Reading Abilities in terms of Reading Comprehension after the Implementation of the National Learning Camp

Score	Descriptive Interpretation	Frequency	% of Total
1-4	Very Low	0	0
5-8	Low	7	17.5
9-12	Average	4	10
13-16	High	18	45
17-20	Ver High	11	27.5
Total		40	100
Mean		13	
Remark		High	

The increase in high and very high scores, combined with a drop in the number of students scoring low, suggests that the NLC was particularly effective in improving comprehension. The mean score of 13 places students in the “high” category. The remaining students in the “low” category may require further intervention or continued support to fully benefit from the improvements made by the NLC. The results align with Elley’s [30] findings, which demonstrated the targeted literacy intervention led to marked improvements in comprehension, particularly when combined with strategies that focused on both word level skills and higher order cognitive strategies. Guthrie and Wigfield [31] emphasized the importance of motivation and engagement in comprehension. The improvements in comprehension observed in this suggests that the NLC not only helps students decode and understand text more effectively but may have also increased with their motivation and engagement with reading.

3.2.1. Testing of Differences

Table 5 shows the testing of differences on the respondents’ scores in reading fluency before and after the implementation of the national learning camp. This table presents the results of the Wilcoxon rank-sum for reading fluency scores. As indicated in the table, the results of the two-independent samples Wilcoxon rank W shows that the respondents’ scores in reading comprehension significantly differs between Pre-test (M=11.1, SD=2.09, n=40) and Post-test (M=12.3, SD=2.52, n=40) at the .05 level of significance (Statistic=471, $p<.001$). The p-value is less than 0.001, indicating a very strong likelihood that the observed difference is not due to chance. The statistics value (471) further supports the significance of the difference, indicating a strong effect of the camp on reading fluency. The mean score for pre-test (11.1) is lower than the post-test mean (12.3), demonstrating a clear improvement in reading fluency after the camp.

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Table 5. Differences on the Respondents' Scores in Reading Fluency before and after the Implementation of the National Learning Camp

Dependent Variable	Reading Fluency						Statistic	p	Interpretation
	Pre-test			Post-test					
	M	SD	n	M	SD	n			
Reading Fluency Scores	11.1	2.09	40	12.3	2.52	40	471	<.001	Highly Significant

The improvements in reading fluency indicate that the National Learning Camp successfully bridged fluency gaps, helping students develop the automaticity and confidence necessary for efficient reading. The high levels of reading fluency of the students align with the National Reading Panel [32], which emphasized guided oral reading as a proven method to improve fluency, which aligns with the intervention program strategies likely employed in the NLC.

Table 6 shows the testing of differences on the respondents' scores in reading comprehension before and after the implementation of the national learning camp. This table presents the results of the Wilcoxon rank-sum test, which was used to determine if there's a significant difference in reading comprehension scores before and after the camp. As indicated in the table, the results of the two-independent samples Wilcoxon rank W shows that the respondents' scores in reading comprehension significantly differs between Pre-test (M=11.2, SD=3.90, n=40) and Post-test (M=13.4, SD=3.93, n=40) at the .05 level of significance (Statistic=610, $p < .001$). The p-value is less than 0.001, meaning there is a likelihood that the observed difference in scores is not due to chance. The statistic value (610) further supports the significance of the difference, indicating a strong effect of the camp on reading comprehension. The mean score for pre-test (11.2) is lower than the post-test mean (13.4), demonstrating a clear improvement in reading comprehension after the camp.

Table 6. Differences on the Respondents' Scores in Reading Comprehension before and after the Implementation of the National Learning Camp

Dependent Variable	Reading Fluency						Statistic	p	Interpretation
	Pre-test			Post-test					
	M	SD	n	M	SD	n			
Reading Fluency Scores	11.2	3.90	40	3.93	40	610		<.001	Highly Significant

Torgesen [33] discusses the impact of targeted interventions on improving reading comprehension skills, particularly for struggling learners. The statistically significant improvement observed in the post-test results aligns with the findings in this study, where focused interventions (such as NLC) boosted reading comprehension. The reader determines the meaning or degree of meaning. A person who spends the most of his or her time gardening will have a sophisticated understanding of the subject or will easily acquire fresh knowledge on the subject.[34] This corroborates the findings of Tangalin [21], which confirm that the intervention led to a notable difference between the pretest and post-test results of the participants. Following the intervention (post-test), most students exhibited considerable improvement in their reading skills.

The tables provide compelling evidence that the National Learning Camp improved both reading fluency and reading comprehension skills among Grade 8 students. The camp's impact was statistically significant, and the data suggests a positive shift in the students' reading abilities. The overall result of the study supported the theory of Jerome Bruner, and further developed by Vygotsky, which is the scaffolding theory. This theory suggests that learning is most successful when students receive suitable support and direction, progressively decreasing that support as they gain expertise in a specific skill or field. In terms of reading ability, scaffolding entails offering students tailored interventions and assistance to help them steadily enhance their reading capabilities.

The data from the pre-test and post test indicated that the National Learning Camp had a positive impact on both reading fluency and reading comprehension among grade 8 students. These findings align with theory of scaffolding which emphasizes the importance of structured interventions in achieving academic success. The result is also consistent with existing literature on

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the effectiveness of the literacy interventions such as those by Allington [35] and Guthrie and Wigfield [36], which highlight the role of targeted support in improving students reading abilities.

Based on the results, the National Learning Camp (NLC) clearly demonstrate its effectiveness in improving the reading abilities of Grade 8 students. The improvement in both fluency and comprehension reflects the camp's success in addressing learning gaps and enhancing students' overall reading skills, marking that the National Learning Camp's implementation is a boon on student's reading abilities.

4. CONCLUSION

The study shows a difference between the before and after implementation of the National Learning Camp 2024. Majority of the students scored high and very high in reading fluency and average in reading comprehension during their pre-test. This indicates that grade 8 students possess a great skill in reading before the intervention, suggesting that most students already possessed a solid foundation in reading fluency, while there are a lot of improvement in reading comprehension. It implies that National Learning Camp could be the best remedy in improving the reading abilities of the students. The students show a high level of reading abilities, both of their reading fluency and reading comprehension. The results from the post-test shows a high remark. This implies that National Learning Camp help the students in enhancing and improving their reading abilities. Though the result from the post-test was not high as the researchers' expected, still the National Learning Camp made an impact toward the students' reading abilities.

The results indicate the differences on the respondents' scores in reading comprehension before and after the implementation of the National Learning Camp 2024. The study reveals a high significantly improved both reading fluency and reading comprehension skills among Grade 8 students. Moreover, the program's ability to uplift struggling readers and further enrich the skills of advanced learners emphasized its inclusivity. Furthermore, given these outcomes, National Learning Camp has proven a "boon" in enhancing the reading abilities of Grade 8 students. Its positive impact highlights its potential as sustainable educational strategy in addressing the reading challenges among learners.

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