

# Implementation of Catch-Up Fridays in Pag-Asa National High School: Benchmark for Streamlining Program Management

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## ABSTRACT

Catch-up Fridays is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. This initiative is integral in the National Reading and Mathematics Programs which are critical subprograms of the NLRP stipulated in DepEd Order no.13, s. 2023. This study aimed to unveil the practices of teachers in the implementation of Catch-Up Friday's basis for benchmarking and streamlining the program management. The findings of the study revealed that the extent of implementation of Catch-Up Fridays in terms of school readiness is practiced to a great extent while learning resources is described as practiced as moderate extent, teachers' readiness as little extent and assessment is moderate extent. Although some areas of the implementation have been practiced as great extent, the results require notable collective effort from school and other stakeholders to enhance and intensify the program implementation to address the problem on reading. However along its implementation, there are three challenges emerged as barrier in the implementation of catch-up Fridays such as, Lack of Trainings and Seminars for Teachers, Lack of Teaching and Learning Resources and Lack of Students' motivation and Engagement. These problems had significantly affected the achievement of the goals of the program. Moreover, the best practices espoused by the Pag-asa National high School Teachers are Strengthened collaboration, Localization of Reading Text and Acceptance and willingness of Teachers. This elucidates the positive impact of Catch-Up Fridays on reading proficiency and integration. Furthermore, it is recommended that teachers should be capacitated with information and skills to ensure quality implementation, this places an increased responsibility on the teacher who must diversify instructional content, methods.

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**KEYWORDS:** *Catch-Up Fridays, Reading Skills, Reading Performance.*

## INTRODUCTION

Reading is the process of looking at written symbols and letters and understanding their meaning. It is one of the four main language skills alongside listening, speaking, and writing. Reading is usually the third language skill that you learn in your native language - it comes after listening and speaking (Doctolero,2024). In addition, reading is beneficial to language development because it offers learners reading materials that are either above or below their level of aptitude (Delfi, 2017). The ability to read from an early age is the platform that enables life-long education. People without this critical skill are often socially and economically handicapped.

Reading is the true backbone of most learning. Everything starts with the written word — whether it is Mathematics, Science or even Home Economics. As students go up the educational ladder, more reading is usually required as subjects become denser and challenging. (Philippine Star, 2010). Good reading comprehension skills do more than allow students to make sense of what they read. By using higher order thinking skills, they can use new information to help understand their world through analysis, synthesis, and evaluation. One of the goals of reading is to make new connections to life and to the world. Readers who can use higher order thinking not only show knowledge and understanding of the

text, but they can put the information in new context and form relation between ideas. The ability to communicate clearly, effectively, and efficiently in various contexts and circumstances forms the foundation of modern life. Thus, students who cannot read and comprehend definitely fail to assimilate indispensable concepts and result in scoring poorly on tests across disciplines. Reading skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. Several studies have been conducted particularly in reading and skills however until now the root cause is still unidentified. Thus, it becomes a perennial problem for most educators.

Ubiquitously, students' poor reading skills were heightened during pandemic. As reported by De Vera (2022), the chain effect of school closures due to pandemic could be staggering and felt far beyond education. In addition to missed learning, alarming performance of students in reading become worse. In fact, some of the students could hardly answer simple questions such as noting details which concern the literal questions that can be found in the text and are directly stated. Most of them could not even make inferences about things not directly stated in the text. Others have difficulty recalling previous knowledge which they can make use of to increase their reading comprehension. The importance of comprehension skills development as a primordial concern of every English teacher cannot be refuted, underestimated, or undervalued. Having and developing the ability to read accurately and comprehensively and processing other skills with the right attitude and taste is indeed of great importance today. Abon (2018) asserted that reading is important in everyday life for it developed ones' ability to think and reason out. Similar point of view is posited by Smith (2019) that the fundamental goal of reading is associating printed words with their meaning causes the reader to think and interact based on his experience.

Meanwhile, based on international tests of literacy, such as the Program for International Student Assessment (PISA), for the second consecutive assessments, the Philippines remained in the bottom ten, ranking 76th out of 81 countries in reading comprehension, with only minor improvements over the last few years. Indicators of the test also revealed that, despite rising from the bottom of 79 participating countries in 2018, the performance of top-performing students (TPS) in the country did not increase in percentage points, while low-performing students (LPS) got a 4.3 percent decline in reading comprehension proficiency levels. This implies that Filipino's have a really poor reading comprehension

abilities, making it necessary to develop a plan that will address this problem. That is 80% of the Filipino students did not reach the minimum level of proficiency in reading (Tomas, 2022).

In response to deterioration of reading performance of students and experienced by most teachers, the Department of Education devised a nationwide approach to combat the alarming problem of reading. This is encapsulated in Department memorandum no.001 series of 2024 entitled implementation of Catch-up Fridays which was released on January 10, 2024. This is in consonance with the Department's current initiatives to provide opportunities to enhance learners' academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. These assessment results necessitate prompt attention to address learning gaps and strengthen the reading proficiency of every learner.

Catch-up Fridays is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. This initiative is integral in the National Reading and Mathematics Programs which are critical subprograms of the NLRP stipulated in DO O 13, s. 2023. In addition, all Fridays throughout the school year shall be designated as Catch-up Fridays, with a focus on operationalizing the National Reading Program (NRP) during the first half of the day's schedule and on fostering Values, Health, and Peace Education for the second half. Additionally, the Homeroom Guidance Program (HGP) shall also be included in the Catch-up Fridays. In the implementation of Catch-up Fridays, teachers are encouraged to employ an integrative approach to teaching. For example, the content of any learning area can be used as a springboard for developing the reading skills of learners- Health themes can be integrated into science to foster a deeper understanding of health-related concepts. Peace Education themes can be integrated into Technology and Livelihood Education (TLE) to allow learners to explore how technology can be used for conflict resolution, communication, and community building.

However, along the conduct of the program are conceived problems and challenges not only among teachers but also among school administrators. As posited by Yee (2023) during the EDCOM consultations, Catch-Up Fridays do not appear to be structured to optimize learning recovery. It seems that teachers have not been provided in-depth training on how to conduct effective reading intervention and while reading classes focus on 'reading' more texts,

they do not necessarily help the students improve their reading skills.

In addition, Sevillano (2024) claimed that among the cited challenges are related to learners' materials, scheduling, time allotment, and proper categorizing of learners based on their abilities. In addition, a significant number of teachers are clamoring for lack of resources and even additional burden since they will prepare additional lesson plans to cater individual needs of struggling students and regarded as time consuming and overwhelming. Moreover, the difficulty of implementing targeted - or "differentiated" - instruction in the Catch-up Fridays sessions it has observed (Yee, 2023).

In the context of Pag-asa National High School, similar challenges are being experienced by the teachers in the implementation of catch-up Fridays. In fact, in one of the focus group discussions initiated by the researcher, teachers are conveying similar concerns such as lack of orientation, teaching resources, and insufficient training on integration and differentiation of content to meet the needs of learners. As supported by Villas (2024), one of the cores of catch-up Fridays is the ability of the teachers to integrate content of their subjects in enhancing the reading skills of the learners, however this challenges the teachers due to limited training. As a result, the learners with varied perceptual learning style, multiple intelligences and interest are deemed to respond to the same activities which do not help the learners (Alonge, Obadare & Obateru, 2017; Little, McCoach & Reis, M2014).

Furthermore, in view of the foregoing problem on the implementation of catch-up Friday, the researcher aims to determine the practices and challenges which will serve as baseline data in streamlining program management to ensure effective and efficient implementation of the program.

### Research Questions

This study aimed to unveil the practices of teachers in the implementation of Catch-Up Friday's input for benchmarking in streamlining program management. Specifically, it seeks to answer the following questions:

1. What is the extent of the implementation of catch-up Fridays in terms of:
  - 1.1. School readiness;
  - 1.2. Teaching resources;
  - 1.3. Teachers Readiness;
  - 1.4. Assessment?
2. What are the challenges faced by non-English teachers in the implementation of catch-up Fridays?

3. What are the practices and initiative espoused by teachers in the implementation of catch-up Fridays?
4. What instructional enhancement can be proposed based on the results of the study?

### BASIC RESEARCH METHODS

This study used Mixed-Methods Sequential Explanatory Design by Creswell. To provide a deeper explanation of the Learning assessment practices of teachers on the selected schools, the researcher was guided through the Sequential Explanatory Design by Creswell. In this design, according to Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend, or explain the general picture. In this research, extent of the implementation of Catch-up Fridays shall be determined using a survey-questionnaire to describe the level of practices on the variables to be assessed. On the other hand, practices and challenges were elicited using interviews and focus group discussions. In this approach, participants' tales are elicited using this technique as a source of understanding. Since a researcher's comprehension of the data is strengthened by the various interpretations of the study data, the analysis process is circular. Furthermore, by blending both data collated from quantitative and qualitative data this will allow a thorough exploration of a research question and the researcher can draw more meaningful conclusions.

### A. SAMPLING

In this research, the researcher employed purposive sampling to determine the participants of the study. According to Creswell (2007), purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). The researcher can select participants and research sites that are associated with the phenomenon and research problem being studied. In relation to the study, Pag-asa National High School has 67 teachers who are directly part of the implementation of Catch-Up Fridays. These teachers are mandated to implement the program as part of learning recovery and in improving the reading performance of the students. Meanwhile, after carefully setting the criteria to objectively select the informants of the study, there were 40 teachers who were able to qualify and expressed their willingness to be part of the study.

## B. DATA GATHERING METHODS

In collecting the data, the researchers used questionnaires and interviews to gather the data from the teachers involved in the study. The use of the questionnaire helped the researcher to determine the extent of implementation of Catchup Fridays and challenges and practices encountered by teachers. The survey questionnaire consists of two parts, the first part includes the letter to the respondents and the informed consent in pursuant to the Data Privacy Act of 2021, and the indicators for the implementation of Catchup Fridays such as School readiness; Teaching resources; Teachers Readiness; and Assessment. Apart from the Questionnaire, interviews was also used to strengthen and further support the data gathered using the survey questionnaire. Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012).

Hencefort, after the questionnaire was crafted, it was subjected for content validation by experts relevant to the study. In doing so, it will ensure that the questionnaire will yield sufficient and accurate data that will respond to the research questions. In addition, to ensure the questionnaire's validity, pilot testing will be conducted involving a sample of at least 30 individuals who will not be study's primary respondents. Their feedback and responses will be analyzed for consistency and clarity. Following the pilot testing, results shall be subjected to Cronbach's alpha coefficient to establish the questionnaire's qualification as a reliable research instrument for the study. In the observance of efficiency of data collection, the survey-questionnaire will be administered electronically using an online survey platform with a clear instructions to ensure uniform understanding and consistent responses.

## C. DATA ANALYSIS PLAN

The gathered data was organized, tabulated, and subjected to statistical treatment to draw facts and decode important findings necessary to substantiate the results of the research. The generated outputs were appended. To answer specific questions raised in the research question, the following statistics formula were used:

**Mean:** This was used in the study to quantitatively describe the extent of Implementation of Catch-Up Fridays in Pag-asa National High School.

$$\bar{X} = \frac{\sum fx}{N}$$

Where:  $\bar{x}$  = weighted mean

$\sum fx/n$  = the sum of all the products of  $f$  and  $x$ , being the frequency of each weight and  $x$  as the weight of each operation.

$n$  = total number of respondents

On the other hand, the qualitative data will be analyzed using Thematic analysis. Thematic analysis is first developed by Gerald Holton in 1970s and has recently been accepted as a "distinctive method with a clearly outlined set of procedures in social science" (Braun & Clarke, 2013). According to these authors, thematic analysis is a data analysis method that helps a researcher to identify themes and patterns of meanings across a dataset in relation to a research question(s). They further state that this method can be used to analyze almost any kind of qualitative data such as interviews, focus groups, and qualitative surveys, using larger or smaller datasets. By employing this data analysis method, the researcher can capture complex, messy, and contradictory relationships that prevail in the real world. However, it is exciting and enriching as well as challenging (Attride-Stirling, 2001; Braun & Clarke, 2013;) because qualitative research can identify relationships and patterns emerging from the data and by doing so, the researcher can contribute to a particular domain of knowledge by locating the study findings within existing knowledge and if possible, by challenging them.

This data analysis method enabled the researchers to identify commonly recognized patterns and relationships to meaningfully answer the research questions of the study. According to Braun and Clarke (2013), this method involves seven steps: transcription, reading and familiarization, coding, searching for themes, reviewing themes, defining, and naming themes, and finalizing the analysis.

## D. Ethical Issues

As the study requires the participation of respondents, certain ethical issues were addressed. Ethics is critically considered as an important element in this study especially that it involves people in the data collection processes.

In doing this, the observance of ethical issues was accentuated for ensuring the privacy and safety of participants such as to secure the consent of the participants, to discuss all important details of the study in written form and including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research. The confidentiality of the participants was assured by not disclosing their names in the research. Only relevant details that helped the researchers in answering the

research questions were included. The researcher will give the participants enough time to complete the

questionnaires and not put pressure on them to read the questions properly.

## RESULTS AND DISCUSSIONS

This chapter provides and highlights the presentation, analysis, and interpretation of data collected from students as well as teachers

**Table 01: Extent of the implementation of catch-up Fridays in terms of School Readiness**

No.	SCHOOL READINESS	WM	SD	VI
1	The school had conducted an orientation among teachers and other stake holders.	4.23	0.93	Great extent
2	The school has class programs which explicitly indicate the schedule for reading, Values, Health, Peace and homeroom guidance program.	4.27	0.83	Great extent
3	The schedules of Catch-Up subjects are consistent with the schedule in the originally approved class programs of the school.	4.38	0.68	Great extent
4	The school has ensured that the learning environment like classroom arrangement is conducive to reading activities.	4.12	0.75	Great extent
5	Classrooms are spacious with comfortable seating arrangements for individual and group reading activities.	3.96	0.78	Great extent
	<b>Over-all weighted mean</b>	<b>4.19</b>	<b>0.80</b>	Great extent

Table presents the extent of implementation of Catch-up Fridays in terms of School Readiness. It can be noted that indicator 03 *The schedules of Catch-Up subjects are consistent with the schedule in the originally approved class programs of the school* has the highest weighted mean of 4.38 with a standard deviation of 0.68 and verbally described as Great extent. This goes to show that the school strictly adhered with the originally approved schedule. The development of learners' reading skills shall be specifically emphasized across all learning areas scheduled during the first half of the day's schedule and on fostering Values, Health, and Peace Education for the second half. Additionally, the Homeroom Guidance Program (HGP) is also included in the Catch-up Fridays.

On the other hand, indicator no. 5 *Classrooms are spacious with comfortable seating arrangements for individual and group reading activities*, has a weighted mean of 3.96 with a standard deviation of 0.78 which is verbally described as great extent. This posits that problems on classroom size and flexibility of seating arrangement are evident which can greatly affect students' engagement during reading activities.

Furthermore, the extent of implementation of Catch-up Fridays in terms of School Readiness is verbally described as Great extent with over-all weighted mean of 4.19 and a standard deviation of 0.80. This implies that although the school has greatly practiced some of the indicators, there are some areas which are necessary to addressed to ensure the success of the implementation of the program.

**Table 02: Extent of the implementation of catch-up Fridays in terms of Learning Resources**

No.	LEARNING RESOURCES	WM	SD	VI
1	There are available learning resources like textbooks, electronic resources, reading materials, etc. used in the teaching of catch-up subjects to support the implementation of Catch-Up Fridays.	2.00	1.26	Little extent
2	Teachers have their prepared teaching guides/ lesson plans for catch-up Fridays.	3.19	1.51	Moderately Extent
3	The teaching guides prepared by teachers are aligned with the themes for the quarter specified in DepEd memorandum 001, s. 2024.	2.96	1.72	Moderately Extent
4	The teaching guides prepared by the teachers reflect the integration of the original subjects they are handling.	3.46	0.80	Moderately Extent
5	Availability of activities that are appropriate to Key stage 3 are provided.	2.19	1.38	Little extent
	<b>Over-all weighted mean</b>	<b>2.76</b>	<b>1.33</b>	Moderately Extent

Table number 02 shows the Extent of the implementation of catch-up Fridays in terms of Learning Resources. It can be gleaned from the table that indicator number 01 *There are available learning resources like textbooks, electronic resources, reading materials, etc. used in the teaching of catch-up subjects to support the*

*implementation of Catch-Up Fridays* has the least weighted mean of 2.00 and a standard deviation of 1.26 which is verbally interpreted as little extent. This implies that the insufficiency of teaching materials is one of the problems of teachers in the implementation of catch-up Fridays. As reported in [philstar.com](http://philstar.com), during the implementation of Catch-Up Fridays, more students have reportedly been skipping school on Fridays due to a lack of engagement with the program, especially in schools with limited reading materials. In addition, according to Rama (2023) it is evident that DepEd's lack of provision of reading materials for teachers to carry out the weekly reading intervention program leads to its uneven implementation in schools.

As supported by the transcripts during the interview conducted:

**Participant 3:** *The implementation of 'Catch Up Fridays' has presented several challenges, particularly in terms of teaching and learning resources as well as the overall delivery of the lessons. One significant issue is that this approach has not been very effective among the learners. Often, they become disengaged and bored by the time Friday arrives, which diminishes their interest and participation. Additionally, the way it is integrated into the classroom setting lacks the necessary dynamism to capture and maintain their attention, making it difficult to achieve the intended learning outcomes.*

**Participant 02:** *The learners are heterogeneous so it's hard to manage. Resources are not available.*

**Participant 05:** *Honestly, there are no reading materials available for teachers to utilize which also led us not to follow and implement cat-up Fridays.*

Based on the responses of the participants, it is lucidly understood that lack of teaching materials is posing challenges for teachers in achieving the objectives of Catch-Up Friday and the responsibility of providing students with reading materials had been passed onto teachers. According to Nindy & Kustijono (2017), contextualized learning materials played a pivotal role in transforming learners' interest and academic achievement. By providing these resources, learners could engage more actively in classroom activities, fostering a conducive learning environment that enhanced their comfort and participation.

On the other hand, indicator 04, *The teaching guides prepared by the teachers reflect the integration of the original subjects they are handling*, has a weighted mean of 3.46 and a standard deviation of 0.80 which is verbally described as Moderately Extent. This means that teachers are annotating the integrated content as reflected in their daily lesson plan.

**Table 03: Extent of the implementation of catch-up Fridays in terms of Teachers Readiness**

No.	TEACHERS READINESS	WM	SD	VI
1	The teachers were trained on the application of content-based instruction in the integration of Reading, Values, Health, and Peace Education.	2.15	1.05	Little Extent
2	Teachers clearly understand that catch-up Fridays aims to enhance reading skills by providing meaningful, purposeful language practice opportunities drawn from a variety of topics.	2.27	1.26	Little Extent
3	There is a provision of collaborative expertise session through LAC session and other professional development activities to share effective practices on Content Based Instruction and prepare materials together for effective implementation of catch-up Fridays.	2.58	1.12	Moderately Extent
4	Teachers implement the suggested activities for reading intervention such as Pre-reading, During Reading and Post reading activities.	2.38	1.19	Little Extent
5	Teachers are contextualizing suggested activities depending on the needs of the learners.	2.35	1.28	Little Extent
<b>Over-all weighted mean</b>		<b>2.35</b>	<b>1.20</b>	Little Extent

Table no. 03 displays the Extent of the implementation of catch-up Fridays in terms of Teachers Readiness. It can be noted that most of the indicators assessed are verbally described as practiced as little extent. Meanwhile, indicator no. 01, *The teachers were trained on the application of content-based instruction in the integration of Reading, Values, Health, and Peace Education* has a weighted mean of 2.15 and a standard deviation of 1.05 which is verbally described as Little Extent. This entails that failure to capacitate the teachers on the use of content-based instruction shall impose problem among them and definitely will affect the implementation of catch-up Fridays. As stipulated in DepEd Memorandum No. 001, s. 2024 implementation of catch-up Fridays, teachers shall employ an integrative approach to teaching. For example, the content of any learning area can be

used as a springboard for developing the reading skills of learners- Health themes can be integrated into science to foster a deeper understanding of health-related concepts. Peace Education themes can be integrated into Technology and Livelihood Education (TLE) to allow learners to explore how technology can be used for conflict resolution, communication, and community building. In fact, as expressed by the participants during the interview:

**Participant 01:** *Insufficient number of LAC Session for re-orientation of Catch-up Friday*

**Participant 02:** *Provide adequate support, trainings if needed and learning materials that might support the teachers as well to facilitate the implementation effectively.*

**Participant 03:** *I am a non-English Teacher and assigned to teach reading, how can they expect me to teach reading yet no trainings or even seminars was provided to us. I am not against the program but teachers support must be given first so we can function well*

This clearly emphasizes the necessity of providing capacity building among teachers on the use of content-based instructions to capacitate them on the utilization of content based instruction as a teaching approach where learners study language through meaningful content. It motivates students to learn because the subject matter is interesting and allows them to apply their learned language skills in a different context instead of rotely memorizing vocabulary.

While indicator no.5 *There is a provision of collaborative expertise session through LAC session and other professional development activities to share effective practices on Content Based Instruction and prepare materials together for effective implementation of catch-up Fridays* has a weighted mean of 2.58 and a standard deviation of 1.12 which is described as Moderately Extent. Even though, collaborative expertise is provided, there is a need to conduct this as frequent as possible to ensure the teachers are equipped with knowledge and skills on the use of CBI.

**Table 04: Extent of the implementation of catch-up Fridays in terms of Assessment**

No.	ASSESSMENT	WM	SD	VI
1	Teachers made use of appropriate assessment in grouping their learners in the reading class.	2.73	0.83	Moderately Extent
2	Formative assessment strategies/ activities like essay writing and other forms of creative expressions are reflected in the teaching guide/ lesson plans prepared by the teachers.	2.74	0.66	Moderately Extent
3	Teachers have their plan for the monitoring of learners' individual progress in the catch-up subjects.	2.35	0.70	Little Extent
4	The formative assessment activities/ materials in reading are aligned with the specific needs of the learners both for intervention and enhancement.	2.45	0.75	Little Extent
5	Learners have their Catch-Up Friday notebook/s or portfolio where their reflections in the subjects will be written.	2.43	0.51	Little Extent
<b>Over-all weighted mean</b>		<b>2.55</b>	<b>0.69</b>	Moderately Extent

Table 04 shows the Extent of the implementation of catch-up Fridays in terms of Assessment. It is reflected from the table that indicator 03 *Teachers have their plan for the monitoring of learners' individual progress in the catch-up subjects* has the lowest weighted mean of 2.35 with a standard deviation of 0.70 and verbally described as practiced as little extent. This indicates that teachers handling catch up Friday's class do not have their plan to monitor their students' performance. This can be associated with the insufficiency of trainings and seminars provided to them on the implementation of the program. Although, catch-up Fridays is not graded due to its main objective to reinforce learning, still individual progress shall be monitored through the learner's Reflection Journal, compiling reading experiences, learnings, and appreciation of Values, Health, and Peace Education. In addition, learners may also articulate their thoughts through various forms of writing, such as stories, journals, personal essays, and other forms of creative expression that reflect their unique learning experiences. On the other hand, indicator number 02, *Formative assessment strategies/ activities like essay writing and other forms of creative expressions are reflected in the teaching guide/ lesson plans prepared by the teachers* has a weighted mean of 2.74 and a standard deviation of 0.66 which is described as Moderately Extent. This means that teachers reflect all their reading activities in their lesson plan as their guide. However, the value of the learning plan is

seen by how it is executed, thereby if teachers are not trained on how to implement the reading activities, this will forfeit its purpose.

Moreover, the extent of the implementation of catch-up Fridays in terms of Assessment has an over-all mean weighted mean of 2.55 with a weighted mean of 0.69 and verbally described as Moderately Extent.

## SOP No. 2. What are the challenges faced by non- English teachers in the implementation of catch-up Fridays?

Themes from Interview Sessions	Overview of Teachers'-Participants Responses
<p><b>Lack of Trainings and Seminars for Teachers</b></p>	<p><b>Participant 02:</b>“Provide adequate support, trainings if needed and learning materials that might support the teachers as well to facilitate the implementation effectively”</p> <p><b>Participant 05:</b>“ There should be trainings on how to teach reading since we are not English Teachers”</p> <p><b>Participant 02,04, 03:</b> “Mahiram magturo kapag di moa lam kung paano mo itutro ang isang bagay. May LAC kami pero hindi sapat. Minsan lang ginawa”</p>
<p><b>Lack of Teaching and Learning Resources</b></p>	<p><b>Participant 08, 09:</b> “Lack of Reading Materials, not all teachers followed the procedure of NRP and every friday more students are absent. Saying that "Magbabasa lang naman"</p> <p><b>Participant 10, 07:</b> “The learners are heterogeneous so it’s hard to manage. Resources are not available.”</p> <p><b>Participant 01,04:</b>“Lack of reading resources for the various types of learners</p> <p>Support in terms of resources or materials”</p> <p><b>Participant 10:</b> It is always better to have readymade materials for this program The materials must be provided by the English and Filipino Department to be used for the first 4 classes.</p>
<p><b>Lack of Students’ motivation and Engagement</b></p>	<p><b>Participant 03:</b> Last year, some students purposefully skipped classes every Friday. In terms of the resources, no problems were encountered since the resources were readily provided by the Filipino and English Department.</p> <p><b>Participant 02:</b> Increase in student absenteeism and tardiness on Fridays Reading for students is boring.</p> <p><b>Participant 05:</b> Some students are not interested with Catch-up Friday</p>

The implementation of Catch-Up Fridays as per DepEd, is a learning mechanism intended to strengthen foundational, social, and other relevant skills necessary to actualize the intent of the basic education curriculum. This initiative is integral to the national reading and mathematics programs, which are critical subprograms of the National Learning Recovery Program (NLRP). Moreover, through the program, it hopes to enhance learners' knowledge and skills in and appreciation of reading, values, health, and peace education. However, in the context of Pag-asa National High School, there are three major themes emerged from the challenges faced by non- English teachers in the implementation of catch-up Fridays. One of which is **Lack of Trainings and Seminars for Teachers** which definitely affected their preparation and readiness in the implementation of Catch-Up Fridays. In fact, as reflected in the overview of their responses almost all of the respondents conveyed on this aspect. According to the initial assessment of the Second Congressional Commission on Education (EDCOM 2 Teachers' lack of in-depth training on how to help struggling readers weakens the impact of the Department of Education's “Catch Up Fridays” program. This goes to show that teachers should have been capacitated and equipped before they tasked to teach. Successful implementation of any program depends also on the ability of teachers. Thereby, provision teachers support to prepare them with knowledge and skills is deemed essential.

In addition, another challenge that hampers the implementation of catch-up Fridays is **Lack of Teaching and Learning Resources**. Catch-up Friday’s program aims to boost students' reading skills and academic

performance by dedicating Fridays to reading activities. However, there is no readily available teaching resources which both teachers and students shall use. Thus, teachers are required to craft their teaching resources develop additional lesson plans and materials to cater to the individual needs of struggling students, which can be time-consuming and overwhelming. This problem as teachers implies urgent solution to better implement the program. Furthermore, Saro et al. (2022) emphasized the pivotal role of teacher supervision and the quality of instructional materials in shaping students' academic performance. They highlighted the importance of teachers' guidance and the relevance of the materials used during the learning process. Eshet-Alkalai (2013) corroborated this assertion, suggesting that students' level of engagement and interest in reading course materials significantly influenced their reading proficiency. These findings collectively emphasize the crucial interplay between effective teaching practices, supportive learning environments, and students' intrinsic motivation in fostering improved reading comprehension skills.

Lastly, one of the themes emerged is **Lack of Students' motivation and Engagement**. This is one of the challenges in which teachers are facing during Fridays. During the interview, teachers keep on mentioning that students are unmotivated to attend school on Fridays because they know classes will be boring and uninteresting because they will just read. Another participant mentioned that there is an increase of students' absences every Friday due to the reason of activities shall not be recorded. According to Chi (2024) there many students have reportedly been skipping school on Fridays due to a lack of engagement with the program, especially in schools with limited reading materials as well as apparent increase in student absenteeism and tardiness on Fridays which is posing challenges for teachers in achieving the objectives of Catch-Up Friday.

### SOP No. 3. What are the practices and initiative espoused by teachers in the implementation of catch-up Fridays?

Themes from Interview Sessions	Overview of Student-Participants Responses
<b>Strengthened collaboration</b>	Collaborative work of Filipino and English teachers in making alternative teaching materials
<b>Localization of Reading Text</b>	Getting Filipino stories from textbooks with appropriate assessments right after.
<b>Acceptance and willingness of Teachers</b>	Even though it had nothing to do with the subject I was teaching, I always make it a point to reward the students who finish the CUF session with a well-written essay.

Amidst the challenges on the implementation of Catch-Up Friday in Pagasa National High School, teachers have seen potential benefits that the learners can glean from it. Considering the primordial objective of the program which is fostering a culture of reading and knowledge acquisition, English and Filipino teachers have capitalized and **intensified collaboration** in the absence of the reading materials. As conveyed during the interview:

**Participant 2&3 :** *Ang ginagawa po naming ay weekly po either Filipino Department po or English ang magpeprepare ng materials po. Tapos isesend po naming sa GC ang PPT at Reading Text sa bawat grade Level para yun na ang gagamitin ng mga teachers.*

**Participant 5:** *Nag-uusap po kami kung anong mga reading materials ang appropriate po sa grade level po na hawak naming. From there, nagkakaroon po kami ng suggestion at nagtutulungan gumawa ng process questions.*

This clearly shows strong support of teachers in the implementation of the program. Reflective from the responses of teachers their commitment to helping students to improve their reading abilities and address learning gaps. Through this initiative, empowering students to become competent, engaged, and responsible citizens equipped with the necessary skills for success in the modern world.

In addition, **Localization of reading text** is one of the best practices of the school as alternative reading materials. It was mentioned by the teachers that appropriateness of reading text affects the interest and improve reading engagements of students. This practice among teachers a manifestation of their strong commitment in the achievement of the program. Furthermore, **Acceptance and willingness of Teachers** as best practice is commendable because they are the program implementer. They are the front runners thus the success of implementation of any education programs lies on hoe the teachers embrace and accept it. As mentioned by some teachers during the interview:

**P1:** Hindi ako English Teacher per willing ako magturo ng reading. I always communicated with the English teacher in our grade level for some strategies

**P2:** Mahirap pero kaya naman. Lagi lang ako nagpapacoach

**P3:** Basta para sa kapakanan ng mga bata, willing ako kahit ako English Teacher

The collective responses of teachers showing optimism despite the problems encountered is admirable.

#### **SOP No. 4. What action plan can be proposed based on the results of the study?**

##### **RATIONALE:**

This action plan is proposed based on the results of the study implementation of Catch-up Fridays in Pagasa National High School. In adherence to schools' commitment to delivering quality, relevant, inclusive, and responsive basic education. Along with the Department's current initiatives provide opportunities to enhance learners' academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments. These assessment results necessitate prompt attention to address learning gaps and strengthen the reading proficiency of every learner. Considering these, DepEd shall implement Catch-up Fridays beginning January 12, 2024, across elementary and secondary schools and community learning centers (CLCs) nationwide. All Fridays of January 2024 shall be dedicated to the "Drop Everything and Read" (DEAR) activity and orientation for field officials. It shall also be used as a venue to gather feedback from field implementers on the guidelines of Catch-up Fridays.

This School action Plan will provide an opportunity for teachers to sit together, review some specific instructional concerns and discuss topics that can solve everyday problems in the classroom. This will also serve to support the teachers with some innovative practices that would enhance their skills and competencies. Teachers will be equipped with the necessary teaching strategies and techniques for developing the students' reading skills.

#### **ACTION PLAN ON IMPLEMENTATION OF CATCH-UP FRIDAYS**

Area of Concern	Objectives	Strategies/ activities	Time Frame	Persons Involved	Budget Requirement	Success Indicators
Provision of Capacity Building Seminars and Workshops for Teachers in the areas of:  DepEd Order No. 001 s.2024 Implementation of Catch-up Fridays	Organize and Conduct a quarterly seminar/ training workshop to all teachers handling Catch Up-Fridays to capacitate them with different strategies in teaching reading and content integration.	Call the people Involved for a meeting/planning.  Present the findings of the research conducted which will serve as baseline data in the formulation of the LAC Proposals.  Craft a training plan with a dedicated budget based on the concrete needs for the implementation of Catch-up Fridays.  Intensification of SLAC as means of exchanging/ sharing insights on about the teacher's practices in their classes.	First Quarter	School Head Head Teachers Master Teachers Subject Coordinators	None	Minutes of Meeting  Approved SLAC Proposals  Activity Completion Report

Strengthen Parental Involvement and Other Stakeholders	Increase Parental and other Stakeholder Involvement in all school activities such as attending a general school meeting, attending a scheduled parent-teacher conference, attending a school or class event.	Involve the parents and stakeholders during the orientation to build strong collaboration in the implementation of the program.  Promote awareness through ads or leaflets for the parents to be informed on their roles in their child's education.	First Quarter	School Head Head Teachers Master Teachers Subject Coordinators	None	PTC Attendance and Minutes of the Meeting
Intensify Collaboration between Language Teachers and Non-English Teachers	Establish a strong collaboration between Language Teachers and Non-English Teachers to assist them in teaching reading.	Develop a buddy system to ensure collaboration and sharing of best practice in teaching.  Assign a language teacher to supervise a group of teachers so that if technical provision is need then there is someone whom the teachers can run into.	Every Quarter	School Head Head Teachers Master Teachers Subject Coordinators	None	Documentation of LAC Sessions
<b>Monitoring and Evaluation of the Implementation</b>	Conduct a systematic evaluation on the Implementation of the Program	The school must conduct a regular monitoring to address the gaps of the implementation.  Utilize the School Monitoring, Evaluation, and Adjustment SMEA to enable the school to immediately respond to issues and concerns affecting the implementation of the program.	Every Quarter	School Head Head Teachers Master Teachers Subject Coordinators	None	Monitoring and Evaluation Results

## CONCLUSION

This part concludes the findings on the Implementation of Catch-Up Fridays in Pag-Asa National High School. In line with the foregoing findings, the conclusion had been drawn and encapsulated by the researcher.

1. The extent of implementation of Catch-Up Fridays in terms of school readiness is practiced to a great extent while in the area of learning resources, it is described as practiced as moderate extent, teachers' readiness as little extent and assessment is moderate extent. Although some areas of the implementation have been practiced as great extent, the results require notable collective effort from school and other stakeholders to enhance and intensify the program implementation to address the problem on reading.
2. The findings revealed three challenges in the implementation of catch-up Fridays such as, Lack of Trainings and Seminars for Teachers, Lack of Teaching and Learning Resources and Lack of Students' motivation and Engagement. These problems had significantly affected the achievement of the goals of the program.
3. The best practices espoused by the Pag-asa National high School Teachers are Strengthened collaboration, Localization of Reading Text and Acceptance and willingness of Teachers. This further elucidates the positive impact of Catch-Up Fridays on reading proficiency and integration.

## RECOMMENDATION

This study revealed the Implementation of Catch-Up Fridays in Pag-Asa National High School Thus, the following recommendations are hereby presented:

1. For teachers to be able to effectively deliver their lesson during CUF, they need to be equipped with information and skills in areas like reading strategies, Content-Based Instructions, and assessment.
2. In addressing the lack of awareness on the implementation of Catch-Up Fridays, it is recommended that the school must conduct a quarterly intensive LAC session among teachers to capacitate them on various reading strategies and Content based instructions to enable them to plan strategically to meet the needs of every student. Also, to match students' approaches to learning with the most appropriate pedagogy, curriculum goals, and opportunities for displaying knowledge gained.
3. By doing this, this places an increased responsibility on the teacher who must diversify instructional content, methods, materials.
4. The researchers recommend intensifying the best practices of teachers in responding to the problems they encounter in Implementation of Catch-Up Fridays. Teachers may also adopt content and Language Integrated learning which contains essential ideas and skills in each content area, responsiveness to individual differences, integration of assessment and instruction to meet students' learning needs.
5. In addressing the problem on the teaching resources, Department of Education should provide standardized learning materials in ensuring smooth implementation and lessen teachers' burden on preparing the reading materials.

## Plans for Dissemination and Utilization

DISSEMINATION ACTIVITIES	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Learning Action Cell						
2. Include in the In-service Training for Teachers for Cluster 7						
3. Share the result of the Study in the City of Dasmariñas Research Educators Assembly (CDREAM)						
4. Present the Result in the CBER						

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