



The Management of Catch-Up Fridays Implementation in Catanauan District II, Division of Quezon: Basis for the Development of Supplemental Implementing Guidelines

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

This chapter presents the problem and focuses on the following subtopics: introduction, statement of the problem, significance, scope, and limitation.

Introduction

Globally, literacy is recognized as the foundation of learning; yet, millions of children, including in the Philippines, face challenges in acquiring this essential skill. This challenge is particularly pressing in the Philippines, where literacy rates remain alarmingly low.

Developing broader literacy skills, academic performance, and future productive participation in society, including the workforce, depend on students' ability to comprehend what they read. After all, youngsters can only succeed in other subject areas if they can read. The better a child can read, the easier it will be for them to learn what they need to in school (Collier, 2019). Consequently, there is a real need to develop the reading skills of all learners. Reed et al. (2017) pointed out that reading proficiency can significantly affect a student's future personal growth and academic success.

Public schools face persistent challenges in addressing the growing number of nonreaders, especially after the pandemic disrupted learning systems. Teachers consistently encounter the same issue each year

despite their best attempts to support struggling readers. The number of struggling readers increased considerably after distance learning was implemented during the pandemic.

For instance, the Philippines ranked sixth from the bottom in reading, with an average score of 347 in the 2022 PISA. This means that the Philippines performed relatively poorly in science, mathematics, and reading compared to other countries included in the assessment. Moreover, the DepEd Region IVA also reported that there are still nonreaders in grades 7 and 8 and readers with poor comprehension in the higher grades (Albano, 2021).

In addition, the World Bank State of Global Learning Poverty, as cited by Paez (2022), mentioned that in the Philippines, 9 out of 10 children at a late primary age are not proficient in reading. There was already a learning crisis in low—and middle-income countries even before the COVID-19 pandemic; however, this situation was exacerbated by more than two years of remote learning.

According to Mateo (2023), even the DepEd Secretary, Vice President Sara Duterte, emphasized the urgency of addressing learning poverty, which has worsened due to school disruptions, with an estimated 70 percent of children unable to read and comprehend an introductory text by age 10. She emphasizes the role of education leaders in ensuring that children have access to quality learning opportunities. Stressing the importance of immediate action, she underscored that today's decisions will significantly impact the future quality of life in countries and the ASEAN region for generations to come. Furthermore, she reiterated the Department of Education's (DepEd) "MATATAG" agenda, which focuses on four key components: making the curriculum relevant to produce job-ready, active, and responsible citizens; accelerating the delivery of basic education facilities and services; promoting learner well-being, inclusive education, and a positive learning environment; and providing support for teachers to enhance teaching effectiveness (Philippine Star, 2023).

In Catanauan II District, the reported number of nonreaders is 307 or 8% of the total enrolment across critical stages. Meanwhile, the identified percentage of learners under the frustration level is 32%. This indicates a concerning level of literacy deficiency among students within the district. Nonreaders must gain basic reading skills and comprehend written texts at an age-appropriate level. This suggests that many district learners face challenges acquiring fundamental literacy skills essential for academic success and overall socioeconomic development.

To address the perennial issue of reading, schools under the call of DepEd have implemented varied reading interventions to reduce the number of struggling readers. One such intervention, the 'Catch-Up Fridays' program, is designed to enhance students' foundational skills and address literacy gaps in a targeted manner. Schools are tasked to help learners develop their reading skills by developing and implementing initiatives (DepEd Memorandum No. 173, s. 2019).

In addition, Every Child A Reader Program (ECARP) has been strengthened by the Philippine Department of Education, and all offices at the Central Office, Regional Offices, Schools Division Offices, and school levels have been encouraged to respond to the Hamon: Bawat Bata Bumabasa (3Bs Initiative), which aims to make every learner a reader at the level appropriate for him or her. All primary education teachers suffer greatly, but those who work with nonreaders and students who are frustrated especially do so (DepEd Order No. 173 s. 2019).

In January 2024, DepEd issued DM no. 1. s. 2024 on implementing Catch-Up Fridays. This is one of the government's initiatives to provide opportunities to enhance learners' academic performance and deficient proficiency levels in reading based on national and international large-scale assessments. As stipulated in DM no. 1. S. 2024, "Catch-up Fridays" is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the primary education curriculum. This initiative is integral in the National Reading and Mathematics Programs, which are critical subprograms of the government's National Learning Recovery Program.

Based on this premise, this paper generally aims to assess the management of the implementation of Catch-Up Fridays, providing evidence-based insights that could strengthen literacy interventions in the district and beyond. It includes the extent of implementation of the management of Catch-Up Friday program, roles performed by the key individuals in the implementation, challenges encountered by the teachers in the implementation, and the teachers' strategies utilized to address the challenges. The findings will serve as a basis for the development of supplemental implementing guidelines.

Statement of the Problem

This study aims to assess the management of the implementation of Catch-Up Fridays in Catanauan District II, Division of Quezon, as the basis for the development of supplemental implementing guidelines.

Specifically, this study answered the following questions:

1. What is the extent of implementation of the management of Catch-Up Friday program in terms of:
 - 1.1. Scheduling and time allotment
 - 1.2 Organizing of themes and subthemes;
 - 1.3 Employing of teaching strategies; and
 - 1.4. Allocating of reading materials?
2. What are the roles performed by the key individuals in the implementation of Catch-Up Fridays in terms of:
 - 2.1. Teachers' preparation;
 - 2.2. Stakeholders' engagement; and
 - 2.3. School heads' supervision and monitoring?
3. What are the challenges encountered by the teachers in the implementation of Catch-Up Fridays?
4. What are the strategies utilized by the teachers in addressing the challenges encountered in implementing Catch-Up Fridays?
5. What supplemental implementing guidelines could be proposed by the researcher to enhance the implementation of Catch-up Fridays based on the results of the study?

Significance of the Study

This study will be beneficial to the following:

Learners. This study could enhance their academic performance and overall learning outcomes. The primary goal of this study, the practical implementation of Catch-Up Fridays, can provide struggling students with additional support and resources to address gaps in their understanding of critical concepts. By implementing effective management strategies for Catch-Up Fridays, learners can improve comprehension, boost confidence, and succeed academically.

Teachers. Educators can tailor instructional methods to more effectively meet their students' diverse needs by properly managing Catch-Up Fridays. This may involve implementing differentiated teaching

strategies, providing targeted interventions, or offering personalized support to address individual learning challenges. By optimizing the implementation of Catch-Up Fridays, teachers can create a more inclusive and supportive learning environment that promotes student success.

School officials. They play a crucial role in overseeing the implementation of educational initiatives such as Catch-Up Fridays. This study provides valuable insights into the management practices that can enhance the effectiveness of Catch-Up Fridays within the school district. By utilizing evidence-based intervention strategies identified through this research, school officials can ensure that Catch-Up Fridays can contribute to student achievement and school improvement efforts.

External Stakeholders. The study results will benefit external stakeholders, including community leaders and other relevant parties. They can use the findings to inform decision-making processes related to educational policies and practices. By understanding the management strategies that facilitate the successful implementation of Catch-Up Fridays, stakeholders can advocate for resource allocation, professional development opportunities, and other support mechanisms to enhance the effectiveness of this initiative across schools and districts.

Policymakers. The study's results can provide valuable empirical evidence and insights into an effective educational intervention to support student learning and address academic gaps. The study results serve as a basis for developing policies and guidelines to standardize and optimize the implementation of Catch-Up Fridays across educational systems.

Parents. By understanding the benefits of Catch-Up Fridays through this study, parents can actively engage with educators and school administrators to support the implementation of this initiative. This may involve advocating for additional resources, participating in parent-teacher conferences, or providing encouragement and reinforcement at home to complement classroom learning activities.

Scope and Delimitation

This mixed-method study examines specific aspects of the implementation of Catch-Up Fridays, including assessing the time allotment, schedule, organizing of themes and subthemes, reading materials, and teaching strategies. In addition, it examines the teachers' preparations, stakeholder engagement, and school heads' monitoring and supervision strategies. Further, it also identified the challenges that constrain the effective implementation of the program. Moreover, it recognized the strategies utilized by the teachers in addressing the challenges in the implementation of this initiative.

Lastly, the study proposed supplemental implementing guidelines to implement Catch-up Fridays effectively. This was limited to the public elementary and secondary schools in Catanauan District II, which was intentionally selected due to its reported literacy challenges and its active implementation of the CUF program. A total of 292 teachers and 10 school heads served as respondents/participants. These participants were purposively selected based on their direct involvement in the program, ensuring that the data collected reflected informed and relevant perspectives. The research was conducted from fourth quarter of school year 2023-2024 to first quarter of school year 2024-2025, a period that aligned with the academic calendar and the official rollout of Catch-Up Fridays, allowing for comprehensive data collection throughout key phases of the program's implementation.



Chapter II

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

The review of literature and studies included research, books, and professional literature to address the focus of the research. The review follows the thematic presentation of several themes aligned with the study's objectives, such as areas of program implementation, preparation of teachers, stakeholders' engagement, monitoring and supervision, challenges, and strategies utilized by the teachers in addressing the challenges encountered in implementing Catch-up Fridays.

Extent of Implementation of Catch-up Fridays

The public schools in the Philippines are faced with challenges related to literacy and numeracy. This is evident in the results of PISA 2022 and the report on learning poverty. Thus, the Department of Education continues to exhaust all possible ways to address the learning gaps. One of the DepEd's initiatives is the implementation of Catch-up Fridays guided by DM no. 1. s. 2024.

As the memorandum states, DepEd remains steadfast in its commitment to delivering quality, relevant, inclusive, and responsive primary education. This commitment is further strengthened by the present administration's Eight-Point Socioeconomic Agenda and the MATATAG Education Agenda, which aim to produce competent, job-ready, active, and responsible citizens with essential competencies and skills for lifelong learning.

The Department's current initiatives provide opportunities to enhance learners' academic performance, particularly their 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 learners' reading proficiency. On this premise, Catch-up Fridays was implemented.

Scheduling and Time Allotment. According to DepEd (2024), Catch-up Fridays serves as a learning mechanism to reinforce foundational, social, and other essential skills aligned with the objectives of the basic education curriculum. Every Friday throughout the school year is designated as Catch-up Friday, primarily emphasizing implementing the National Reading Program (NRP) during the first half of the day. The second half focuses on promoting Values, Health, and Peace Education. The Homeroom Guidance Program (HGP) is also integrated into Catch-up Fridays. As stipulated in the memorandum, the duration allocated for each learning area on Fridays will enrich learners' understanding, proficiency, and appreciation of reading, values, health, and peace education.

DepEd has provided schools with a sample class program, which served as the guide in designing their class program. 280 minutes, or 4 hours and 40 minutes, will be allotted every Friday to implement the program. This is the only activity that will be done on Fridays since the memorandum states the implementation of Drop Everything and Read (DEAR) to give way to reading intervention and enhancement.

Organizing of Themes and Subthemes. Based on the memorandum, to bolster the essential education priorities articulated in the MATATAG Agenda and accelerate the achievement of education targets as stipulated in DepEd Order (DO) No. 013, s. 2023 titled Adoption of the National Learning Recovery Program (NLRP), there is a need to intensify Values, Health, and Peace Education. Values Education remains a priority in compliance with Republic Act (RA) No. 11476, Good Manners and Right Conduct (GMRC), and the Values Education Act, which recognizes the vital role of the youth in nation-building. The urgency for Peace Education is a prompt response to the 2022 Program for International Student Assessment (PISA) results, which reveal that bullying remains a pervasive problem in public schools and the need for Filipino learners as global citizens to acquire and strengthen peace competencies, allowing them to become peacebuilders and advocates in their respective communities, while Health Education demands more robust advocacy to ensure the overall health and well-being of learners.

To address the call, implementing Catch-up Fridays requires the integration of various themes and subthemes per quarter and grade level. The first theme is peace and values education. According to UNESCO (2019), it is an interconnected approach to education that aims to equip learners with the knowledge, skills, and values needed to promote peace, social justice, and respect for human dignity. Peace education fosters critical thinking, conflict resolution skills, empathy, and appreciation for diversity. It encourages peaceful solutions to problems and promotes respect for human rights.

Meanwhile, values education focuses on developing a solid moral compass. It helps learners internalize values like honesty, compassion, responsibility, cooperation, and respect. Based on the memo, the quarterly sub-themes include personal, relational, community, national, and global awareness.

The next theme is health education. As Pender, Stuart, and Sanjani (2021) state, Health education provides individuals with the information and skills necessary to make informed decisions about their health and well-being. DepEd aims to instill among learners the importance of disease and prevention control, mental health, sexual and reproductive health, and drug education. As the memorandum stipulates, teachers must integrate the themes based on what is prescribed each quarter.

Employing of Teaching Strategies. Catch-up Friday instruction follows the two-pronged approach:

reading intervention and enhancement. Reading intervention is designed to support students struggling to read at grade level. It focuses on developing foundational skills like phonemic awareness, phonics, decoding, and fluency (Bugtong, 2019). The first prong should be delivered 180 minutes using pre-reading, during-reading, and post-reading activities.

The second prong is known as reading enhancement. It focuses on improving reading skills for students already at grade level or above and aims to strengthen existing abilities in areas like fluency, comprehension, vocabulary, and critical thinking (Bugtong, 2019). This enhancement must be delivered following the suggested process, including preparation and setting, dedicated reading time, progress monitoring through reflection and sharing, and wrap-up.

The lessons during Catch-up Fridays may be delivered using varied teaching strategies. However, DepEd suggested some strategies that may be used to implement pleasure reading. These include drop everything and read, teacher read aloud, bask talk, choral reading, partner reading, and read-a-thon.

Finally, DepEd encourages teachers to use suggested strategies per crucial stage on the belief that learners in each stage have varied reading needs. For Key Stage 1 (-13), teachers may use sounding out words, segmenting onset and rimes, picture-word association, word classification games, asking questions- who, what, where, making predictions, reading aloud, repeating after me, picture reading, and taking pictures. These teaching strategies are appropriate for primary learners because they are specifically designed to align with the developmental stage of young children, engaging them through interactive and multi-sensory approaches while fostering essential literacy skills such as phonemic awareness, comprehension, and critical thinking.

Meanwhile, for key stage 2 learners (4-6), the suggested strategies include choral reading, partner reading, finding the synonym, dialogic reading, taking turns reading, summarizing the text, book reports, reviewing the book, extending the story, reading aloud, and silent sustained reading. These strategies suit intermediate learners at Key Stage 2 (4-6) because they cater to their advancing literacy skills and cognitive development.

Activities like choral reading and partner reading encourage peer collaboration and provide opportunities for students to practice fluency and expression while receiving immediate feedback. Finding synonyms and summarizing texts promote vocabulary development and comprehension skills, challenging students to engage critically with the material. Dialogic reading and taking turns reading foster active participation and encourage students to think deeply about the text, promoting higher-level thinking and analysis. Book reports and extended story activities allow students to demonstrate their understanding of the text through written or verbal expression, promoting communication skills and critical thinking. These strategies are appropriate for intermediate learners as they support their continued growth in reading proficiency, comprehension, and critical thinking skills.

Lastly, the suggested teaching strategies for key stage 3 learners include book clubs, reading journals, author study, reading response projects, silent sustained reading, reading challenges, literature circles, reading aloud, genre exploration, and independent reading projects. These teaching strategies are well-suited for high school learners at Key Stage 3 as they provide opportunities for more advanced engagement with texts and foster independent learning and critical thinking skills.

Activities like book clubs, literature circles, and author studies encourage students to explore literature in depth, engaging in discussions, analysis, and interpretation of themes, characters, and literary techniques. Reading journals and response projects promote reflection and self-expression, allowing students to articulate their thoughts and opinions about texts in a structured format. Silent sustained reading, reading challenges, and independent reading projects empower students to take ownership of their reading habits and explore various genres and topics according to their interests and preferences. These activities enhance students' reading comprehension and literacy skills and cultivate a lifelong love of reading and learning, preparing them for academic success and personal growth beyond high school.

As reiterated in the memorandum, Catch-Up Fridays will not be graded as their primary purpose is strengthening learning. Instead, students' progress will be tracked through a Reflection Journal, where they document their reading experiences, insights gained, and reflections on Values, Health, and Peace Education. Students are encouraged to express their thoughts through diverse writing forms, such as stories, journals, personal essays, and creative expressions, allowing them to showcase their distinct learning journeys.

Aside from the strategies suggested in the DepEd Order, other strategies can still be used to implement this initiative. In implementing Catch-Up Fridays (CUF), teachers employ several strategies that enhance student engagement and learning outcomes. One prominent strategy is collaborative activities, which allow students to solve problems and discuss concepts. Research indicates that collaborative learning fosters a more profound understanding and retention of material, as it encourages active participation and the development of essential skills such as communication and teamwork (Khumalo, 2019). This approach enhances academic performance and cultivates a sense of community among learners.

Another effective strategy utilized by teachers is the incorporation of whole-group discussions. Whole group instruction provides opportunities for all students to engage in dialogue, reinforcing understanding and promoting critical thinking skills (Mendez et al., 2021). This method allows educators to introduce new concepts while facilitating a collective exploration of ideas, which can be particularly beneficial in diverse classrooms. Teachers also commit to evidence-based practices by adhering to the Department of Education (DepEd)-prescribed reading intervention and enhancement procedures. Implementing standardized reading interventions is crucial for addressing the needs of struggling readers and ensuring that instructional methods align with best practices in education (Tolentin, 2023). By following these guidelines, teachers can provide consistent support for their students.

Additionally, designing teaching strategies based on learners' specific reading needs reflects a personalized approach to instruction. Lyon and Bruns (2019) emphasize that tailoring instruction to meet individual student needs is essential for promoting engagement and improving reading proficiency. This individualized approach helps students feel valued and enhances their motivation to learn.

Allocating of Reading Materials. DepEd did not provide specific reading materials for the implementation of Catch-up Fridays. Teachers were advised to contextualize based on the themes and subthemes. According to the memorandum, the suggested themes/subthemes/topics/issues provided are aligned with the curriculum standards and content. However, these should serve as a guide for the implementers. As such, schools and teachers are encouraged to contextualize based on the varying needs of learners and communities.

Some school divisions, like DepEd Quezon, provided resources to help teachers implement the plan. These include recordings, teaching guides, and slide decks. However, teachers can create their plans and use appropriate reading materials aligned to the theme per quarter and key stage.

The materials used in reading intervention and enhancement activities like Catch-up Fridays will depend on the specific needs of the learners. Thus, teachers may localize texts depending on the type of learners. According to Reading Rockets (2019), teachers may use recently updated decodable text and evidence-based intervention programs to explore educational apps for reading intervention. On the other hand, for reading enhancement, teachers may choose engaging and age-appropriate authentic texts, such as recent children's literature award winners. It also highlights the availability of creative and recent graphic organizers designed for current reading comprehension strategies.

In selecting reading materials for intervention and enhancement, teachers are advised to contextualize and localize based on the needs of their learners. Contextualization and localization of reading materials are essential components of effective reading intervention programs (Hammond, 2020). These strategies enhance student engagement and learning by tailoring materials to students' backgrounds and experiences (Fullan, Hill, & Quinn, 2020). For instance, incorporating familiar settings or student community references can increase their interest and motivation (Lorbis, 2015).

Seeing themselves and their communities reflected in reading materials can further boost students' self-efficacy and sense of belonging (Hammond, 2020). This, in turn, strengthens their motivation to learn and develop reading skills. Ultimately, contextualized and localized materials improve learning outcomes by promoting deeper comprehension, knowledge retention, and reading skills transfer to new contexts (Sousa, 2019; Fullan et al., 2020).

The use of diverse resources in reading intervention implementation is critical for addressing the varied needs of learners. According to Childs (2019), the D.R.E.A.M. Literacy framework emphasizes the importance of diversity, relevance, engagement, access, and motivation in literacy instruction. This framework encourages educators to incorporate various materials, including diverse texts and technology, to create equitable literacy experiences. Teachers can foster a more inclusive learning environment that resonates with all students by providing students with access to multicultural perspectives and engaging content. Incorporating various

resources supports academic achievement and helps students see themselves reflected in their reading materials, which can enhance their motivation and self-efficacy.

Contextualization and localization are essential strategies for selecting reading materials that meet the specific needs of students. Hammond (2020) highlights that contextualizing reading content ensures connections to students' existing knowledge and cultural backgrounds, which fosters deeper comprehension and relevance in learning. By incorporating familiar settings or community references, teachers can significantly increase student interest and engagement (Fullan, Hill, & Quinn, 2020).

Furthermore, localization goes further by integrating elements from students' specific cultural backgrounds, including language variations and local references (LENZCHI OFFICIAL, 2023). This practice enhances engagement and removes cultural barriers that might hinder comprehension. Research emphasizing the need for culturally responsive teaching also supports the effectiveness of diverse resources in reading interventions. This aligns with the findings of Gonzalez Garcia et al. (2020), who note that quality education encompasses inclusive practices that promote equitable learning opportunities for all students.

Roles Performed by the Key individuals in the Implementation of Catch-Up Fridays

Teachers' Preparation. The immediate implementation of Catch-up Fridays in January 2024 needed to provide more time for teachers to prepare the materials needed for the implementation. This served as one of the challenges for teachers, who are the key implementers in the field.

As stated in the memorandum, teachers prepare learning plans every Friday, following the format for intervention and enhancement. They will also select and prepare reading materials aligned with the theme and prepare the instructional materials to be used.

Since catch-up Fridays include reading intervention and enhancement for learners, teachers must be well-prepared for the implementation. Effective reading enhancement and intervention hinge on thorough teacher preparation (Clay, 2023). This involves conducting pre-assessments to understand individual student needs and analyzing the data to tailor instruction accordingly (Routman, 2018). The reading profile of the learners can be used on this based on the Phil IRI assessment.

Aside from having the data that can serve as the basis for instruction and placement of learners, a strong foundation in the science of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Academies of Sciences, Engineering, and Medicine, 2019), allows teachers to select the most effective strategies. Moreover, staying updated on best practices through resources like the Reading Rockets website (n.d.) further equips educators to implement successful interventions and enhancements.

In addition, teachers may carefully choose materials that cater to diverse learning styles and directly address identified needs, which is crucial (Clay, 2023; Routman, 2018). Well-structured lesson plans with explicit instruction and opportunities for practice (Routman, 2018) are essential for effective delivery. All of these must be aligned with the prescribed themes and lesson procedures stipulated in the memorandum.

Collaboration with colleagues and ongoing professional development ensure teachers have the necessary support and expertise to create successful programs (Clay, 2023; National Academies of Sciences, Engineering, and Medicine, 2019). The guidelines also state that teachers shall engage in collaborative expertise sessions through learning Action Cells (LAC) and other professional development activities to share effective practices and prepare materials together for the effective implementation of Catch-up Fridays.

Finally, teachers' preparation for implementing reading interventions is significantly enhanced through participation in professional learning communities (PLCs) and reflective practices. PLCs play a pivotal role in improving teacher performance by providing opportunities for educators to engage in critical discussions about their teaching practices and share resources. According to Waters (2019), these collaborative environments enhance teachers' confidence and contribute to their professional growth, which is vital for effectively implementing reading interventions. Reflective practices are another essential component of effective teaching and professional development. Eyanagho (2019) emphasizes that when teachers reflect on their instructional strategies and student outcomes, they are better equipped to make informed decisions that enhance their teaching effectiveness. This process allows educators to assess the impact of their methods, identify areas for improvement, and adapt their approaches to meet the needs of their students better. Collaboration with colleagues further supports teachers' preparation for implementing reading interventions.

Stakeholders' Engagement. In the implementation of Catch-up Fridays, it is stated in the guidelines that schools are highly encouraged to forge and strengthen stakeholder engagement to gather support and ensure its sustainability. At the school level, this was implemented in the orientation to parents and the Sangguniang Barangay to ensure support and assistance in whatever way possible.

Since intervention is the critical component of this program, it is essential to promote partnerships with stakeholders. Effective reading enhancement and intervention programs rely on the active participation of a diverse group of stakeholders. Teachers are at the core, providing instruction, implementing interventions, and monitoring progress (Clay, 2023). They also collaborate with other stakeholders to ensure a unified approach.

In addition, the learners are active participants in their reading journeys. Their motivation and engagement are crucial for success (National Academies of Sciences, Engineering, and Medicine, 2019). They are creating a positive and supportive learning environment that empowers students to take ownership of their reading development (Routman, 2018).

Parents and guardians also play a vital role in supporting their children's reading at home. They can significantly impact progress by providing engaging reading activities and discussions tailored to their child's level (National Center for Learning Disabilities, 2021). Schools can further support this role by equipping parents with strategies that consider factors like cultural background and language (Hoover et al., 2019).

The administrators also play a leadership role in creating a school-wide culture of literacy. They ensure resources are available, provide professional development for teachers, and allocate sufficient time for reading instruction within the school schedule (Clay, 2023). Additionally, they can champion reading initiatives that celebrate student progress and promote diverse reading materials (Allington, 2020).

Other stakeholders that can support this program include reading specialists who can offer valuable expertise in assessing reading difficulties, designing interventions, and collaborating with teachers to support struggling readers (Routman, 2018). Furthermore, community partners, such as libraries, literacy organizations, and volunteers, extend the support system beyond the classroom. They can provide additional resources, programs, and mentorship opportunities, such as after-school reading clubs or one-on-one tutoring (Clay, 2023; Feller et al., 2021).

Effective communication and collaboration among these stakeholders may result in a supportive reading environment. Leveraging the strengths of each group ensures that all students can develop strong reading skills and become successful readers.

School Heads' Supervision and Monitoring. School heads play a critical role in ensuring the success of intervention programs like Catch Up Fridays through active monitoring and supervision. The success of any school program lies not only in the delivery but also in the effective monitoring and supervision of the school administrator. As stated in the memorandum regarding the implementation of Catch-up Fridays, the school heads shall be primarily responsible for supervising the implementation of Catch-up Fridays. The Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID) shall collaborate to ensure compliance. The school heads are expected to use monitoring and supervision tools to check the progress of the implementation. The data that they may gather from the monitoring can be used to provide technical assistance.

Effective intervention programs require ongoing evaluation to ensure they are delivering the intended results. School heads can monitor student progress through data collection, such as pre- and post-intervention assessments (McNeese & Miller, 2020). Analyzing this data allows them to identify areas where the program is successful and areas for improvement. This data-driven approach ensures that resources are used efficiently and interventions are tailored to meet the specific needs of struggling students (Respondek et al., 2020). Furthermore, supervision through classroom observations can reveal how teachers implement the program and identify any need for additional support or professional development (McNeese & Miller, 2020). This ensures implementation fidelity, meaning the program is delivered as intended, maximizing its potential student benefits.

Monitoring intervention programs fosters transparency and accountability within the school community. By sharing data on program effectiveness with parents, teachers, and the wider community, school heads demonstrate the school's commitment to student success (McNeese & Miller, 2020). This transparency builds trust and confidence in the program and the school's efforts to support struggling learners. Additionally, monitoring data can uncover the program's unforeseen challenges or unintended consequences (McNeese &

Miller, 2020). By proactively addressing these issues, school heads ensure that the program continues to benefit all students and avoid any potential negative impacts.

Data collected through program monitoring provides valuable insights for future iterations of the intervention program (McNeese & Miller, 2020). School heads can use this data to identify program strengths and weaknesses, allowing them to refine it based on evidence of effectiveness. This ensures the program stays current with best practices in reading intervention (National Center on Intensive Intervention, n.d.). Furthermore, student needs are not static. As student populations evolve, the intervention program may need adjustments to remain effective (McNeese & Miller, 2020). Regular monitoring allows school heads to identify these shifts in student needs and adapt the program accordingly, ensuring it continues to provide the necessary support for all students.

The school heads monitoring and supervising intervention programs demonstrate their commitment to student success. Their leadership fosters a data-driven environment that prioritizes continuous improvement and optimizes the effectiveness of programs like "Catch Up Fridays," ultimately contributing to more vital reading skills for all learners.

Challenges Encountered in the Implementation of Catch-up Fridays

Implementing reading intervention programs like Catch-Up Fridays presents various challenges that school heads and teachers must address. Among these challenges is time allocation. Scheduling dedicated time for intervention within the existing school timetable can be difficult, especially with competing academic demands (Department of Education, 2024). This can lead to concerns that Catch-Up Fridays detract from instruction in other subjects.

Another challenge is the provision of materials and trained teachers. Providing engaging and differentiated reading materials tailored to diverse student needs can be challenging, particularly for schools with limited resources (Clay, 2023). Additionally, ensuring sufficient trained staff to support intervention efforts can be another hurdle (Department of Education, 2024). Not all teachers understand reading psychology, which is essential in teaching reading, especially to struggling readers.

In addition, a challenge encountered is teacher training. Not all teachers may have received comprehensive training on effective reading intervention strategies, potentially impacting the program's effectiveness (Department of Education, 2024). Ongoing professional development opportunities can help address this gap, ensuring teachers are equipped with evidence-based practices (National Center on Intensive Intervention, n.d.). This is why teachers are encouraged to do LAC sessions to implement Catch-up Fridays so best practices can be shared while some challenges can be addressed.

Teachers also face challenges in differentiation. Aligning instruction to meet the specific needs of all students within the intervention program requires careful planning and differentiation (Routman, 2018). This can be a complex task for teachers, especially with large class sizes. Furthermore, addressing the social-emotional needs of struggling readers alongside academic intervention can be crucial for success (Fuchs & Bryant, 2020).

Another area for improvement in the implementation is students' interest. Keeping students engaged and motivated throughout the intervention program can be challenging, especially if activities need to be perceived as relevant or exciting (Department of Education, 2024). Strategies like incorporating student choice and fostering a positive learning environment that celebrates effort and progress can help address this (Fuchs & Bryant, 2020).

Another challenge identified is varying needs. Students entering the intervention program will have diverse needs and learning styles. These differences require flexibility and various instructional approaches (Clay, 2023). This may include incorporating technology tools or leveraging peer support to enhance learning (National Center on Intensive Intervention, n.d.).

According to Cosio (2024), implementing catch-up Fridays has some challenges and limitations. This includes logistics and scheduling, which present one of the biggest challenges. Schools need to figure out how to fit an extra day of instruction into their already full weekly calendar to implement Catch-Up Fridays. This can be challenging because many schools need more resources and might need help finding enough classroom space for the extra day. To make a place for Catch Up Fridays, schools occasionally must cut short or eliminate

other classes, which can cause logistical problems and disruptions to the usual curriculum. The availability of teachers is an additional constraint.

Teachers with many tasks on the calendar may need help to devote an extra day to working with learners who are struggling because of Catch Up Fridays. Teachers who believe they need to get more credit for the additional time and effort they put in may become burned out and resentful of the program. Catch-Up Fridays can also encounter opposition from students. Some learners may need help staying after school, particularly if they already have academic difficulties. This might result in low participation and problems with attendance, which would reduce the program's efficacy. The need for more tools and assistance available to teachers presents another possible obstacle. Catch-Up Fridays may be time-consuming and overwhelming for teachers, requiring additional lesson plans and materials for struggling students. Financial limitations may also hinder long-term sustainability, as schools may need help to fund the program due to the cost of additional resources. Catch Up Fridays' success relies on parental involvement, as without their support, the program's impact may be limited and students' progress hindered.

Sevillano (2024) stated in an article that organizing, allocating time, assigning learners' materials, and correctly classifying learners according to their aptitudes are challenges encountered in implementing Catch-Up Fridays. This is also supported by Mukunga (2023), who states that most Catch-Up teachers at Mazabuka Primary School reported inadequate teaching spaces, materials, trained personnel, storage space, supervisor refresher courses, and overwhelming student needs. While some educators suggest that remedial teaching training can be transferred to other schools, most difficulties stem from limited experience and understanding.

Strategies Used to Address the Challenges Encountered.

The widening reading gap among students has catalyzed the development of various intervention programs, such as "Catch-Up Fridays." One prominent issue in these initiatives is addressing many learning needs within a diverse student body. Gibson's (2013) study underscores the significance of differentiated instruction. This approach permits educators to customize activities and materials to align with individual strengths and weaknesses. By assessing each student's level and fostering an adaptive learning environment, teachers can facilitate targeted instruction that addresses specific gaps and accelerates progress.

Aquino's research (2024) on the efficacy of Catch-Up Fridays revealed that introducing engaging, contextual activities and materials markedly improved student engagement and reading proficiency. By situating learning within relevant contexts, students find reading more relatable and meaningful, heightening their interest and interaction with texts. This method proves particularly effective in capturing the attention of disengaged readers and motivating them toward improvement.

Sorrentino et al. (2016) emphasize the critical role of continuous professional development for educators. With advancing pedagogical strategies and insights into reading intervention, teachers require ongoing training to stay abreast of effective practices. Enhancing access to such educational opportunities through means like online courses or peer learning forums, as Langford et al. (2017) suggested, enables educators to refine their skills and apply innovative methods in their teaching.

The scarcity of materials for intervention programs is a notable hurdle. As Flores (2018) indicates, creative educators use technology and Open Educational Resources (OERs) to supplement their teaching aids. This not only expands the range of available materials but also introduces a variety of interactive and engaging formats that cater to different learning styles. Meanwhile, encouraging collaboration among educators is essential for sharing resources and best practices (Moretti & Cho, 2016). Through a collective effort, teachers can exchange innovative ideas and materials, enhancing intervention programs' overall quality and impact.

Vaughn et al. (2018) propose incorporating playful activities and reading games to tackle declining student interest. Such approaches make learning enjoyable and more manageable for students. Allowing learners to select their reading materials, as Allington (2012) suggests, empowers them with a sense of ownership and engagement, further motivating them to participate actively.

In addition, Matthews et al. (2019) advocate for small group instruction to concentrate on specific skill deficits while facilitating independent practice and peer learning opportunities. This targeted approach allows for personalized attention to each student's needs while encouraging collaborative learning dynamics.

McDougall and Hernandez (2018) highlight the importance of strategic planning in overcoming logistical challenges, such as limited intervention time. Integrating foundational reading skills across various subject areas alongside dedicated sessions ensures comprehensive coverage within existing time frames, thus maximizing the program's effectiveness.

Lastly, enhancing parental involvement is crucial for reinforcing reading skills outside the classroom.

As Fuchs et al. (2017) suggest, providing clear communication about the program's aims and methods, alongside engaging parents in activities like reading workshops, creates a supportive home environment conducive to reading practice (Wasik & Slavin, 2016).

In summary, a multifaceted approach that combines tailored instruction, engaging and contextual activities, strategic use of resources, and strong collaboration among educators, students, and parents is essential for bridging the reading gap. These strategies can significantly increase the effectiveness of intervention programs.

Related Studies

This part presents several studies that previous researchers found related to the present study.

Since Catch-up Fridays was implemented in January 2024, limited studies have been conducted to assess its implementation or effectiveness. However, some research related to intervention and enhancement has been reviewed.

A recent study by Saro et al. (2024) showed that "Catch-Up Friday" sessions and reading materials tailored to students' backgrounds significantly improved reading skills for 10th graders. This highlights the importance of using targeted interventions and relevant learning resources to boost reading proficiency. The study also emphasized the need for ongoing support to help students improve their reading skills. Students reported enjoying the variety of activities offered during Catch-Up Fridays, feeling supported by their teachers, and believing the sessions addressed their individual needs. The relevant and engaging materials used in the program helped students feel more confident in their reading abilities. The research identified five key themes from student responses: feedback on Catch-Up Fridays, strategies learned for reading improvement, the importance of reading and how Catch-Up Friday helps, challenges faced during Catch-Up Fridays and how to overcome them, and the overall effectiveness of Catch-Up Friday in expanding students' reading perspectives. These findings suggest that Catch-Up Friday sessions effectively improve reading skills and create a stimulating learning environment that promotes academic growth and development.

In terms of aligning interventions, some studies support the implementation of Catch-up Fridays. According to Lorbis's (2015) study (unpublished abstract), using reading materials relevant to the local context can enhance Filipino students' reading skills. This emphasizes the importance of selecting appropriate reading materials for Catch-Up Fridays that resonate with students' backgrounds and experiences. Therefore, teachers may use localized text in preparing reading materials. The same idea of culturally responsive teaching is supported by Hoover et al. (2019), highlighting its significance in early literacy development. This aligns with the need to consider the diverse student population in Philippine schools when designing Catch-Up Fridays program components.

Concerning monitoring, McNeese and Miller (2020) emphasized the importance of data-driven decision-making in intervention programs. Respondek et al. (2020) further emphasized this in the context of RTI frameworks. These principles apply to the effective implementation of Catch-Up Fridays, as data collection and analysis can inform adjustments based on student needs and program effectiveness. These studies prove the need for regular intervention monitoring to ensure its successful implementation.

The study by Esguerra and Queaño (2021) explored the use of scaffolding strategies to develop reading skills in Filipino for elementary students. They investigated the effectiveness of scaffolding strategies to improve elementary students' reading skills in Filipino, such as decoding skills, fluency, or reading comprehension. Scaffolding involves providing temporary support to students as they learn new skills. This study is related to the present study since it assesses the teaching strategies used in the intervention. Also, this can be a valuable approach within Catch-Up Fridays to target specific reading difficulties by providing temporary support as students acquire new reading skills. This idea is also employed by teachers, specifically those handling struggling readers.

Successful reading intervention programs hinge on faithful execution. Research by Mathes et al. (2020) underscores the importance of fidelity of implementation, meaning the program is delivered as intended. Their findings highlight the need for ongoing professional development and support for teachers to ensure they effectively implement the program's strategies. This is mainly related to the current study since Catch-up Fridays must be implemented based on the procedures prescribed in the memorandum. Although the lack of

materials and learning guides compromises the uniformity of implementation, there must be fidelity in the procedures to be followed.

Looking at the Philippine context, exploring recent studies like Santos's unpublished work (2022) on implementing a reading intervention program in a public elementary school can offer valuable insights. The challenges identified include teacher training, adapting the program to the local context, resource constraints, student engagement, and collaboration between teachers and administrators.

Furthermore, Almeda et al. (2021) delve into various strategies for implementing reading programs for struggling readers in Philippine elementary schools. Their work likely explored aspects like teacher training, program adaptation to the local context, and student assessment practices, all crucial for ensuring effective intervention implementation.

The above studies can inform school heads and teachers on effective strategies for implementing reading intervention programs. This knowledge can be instrumental in designing and carrying out Catch-Up Fridays or similar programs to maximize their impact on student reading achievement.

Theoretical Framework

This study is anchored on the following theories:

The first relevant theory, the Theory of Change, was presented by UNDAF (United Nations Development Assistance Framework) in 2017. It is a method used to explain how a particular intervention or set of interventions is expected to bring about specific development changes. It relies on a thorough analysis of causality based on available evidence. When developing a theory of change, conducting sound analyses and engaging critical stakeholders are essential. Learning from past experiences and diverse contexts informs the process, helping to determine practical solutions for addressing underlying problems. This approach guides decision-making on strategies, considering the comparative advantages, effectiveness, feasibility, and inherent uncertainties in the change process. Additionally, a theory of change helps identify underlying assumptions and risks, which are crucial to reassess throughout the process to ensure that the chosen approach contributes to the desired outcomes.

In implementing Catch-Up Fridays, the Theory of Change would help researchers and program evaluators articulate the underlying assumptions, activities, and mechanisms expected to improve students'

reading skills. This theory includes inputs/resources, which may be the Catch-Up Fridays program resources, such as additional instructional materials, trained teachers, and dedicated time for reading intervention sessions, which are allocated. Then, the use of varied activities during Catch-Up Friday sessions where specific reading intervention activities are implemented, such as targeted phonics instruction, guided reading practice, comprehension strategies instruction, and individualized support. These activities result in measurable outputs, such as increased student engagement in reading, improved decoding skills, enhanced comprehension abilities, and greater confidence in reading. Finally, the outcomes may be short-term or intermediate.

As a result of participating in Catch-Up Fridays, students may demonstrate immediate improvements in reading skills, including increased accuracy in word recognition, expanded vocabulary knowledge, and enhanced comprehension of grade-level texts. Then, over time, sustained participation in Catch-Up Fridays may lead to improved reading fluency, enhanced reading comprehension across various genres and content areas, and increased academic performance in other subjects that require strong reading skills.

By applying the Theory of Change to the study assessing the implementation of Catch-Up Fridays, researchers can systematically evaluate the program's effectiveness in achieving its intended outcomes and identify areas for refinement or improvement. Additionally, the Theory of Change framework allows for a deeper understanding of the mechanisms underlying program success. It provides valuable insights into how interventions can be optimized to maximize impact on students' reading development.

Another theory related to the study is the Zone of Proximal Development (ZPD), a crucial construct in Lev Vygotsky's theory of learning and development. The Zone of Proximal Development is the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers. It emphasizes the importance of understanding the gap between a learner's ability and potential development levels with appropriate support.

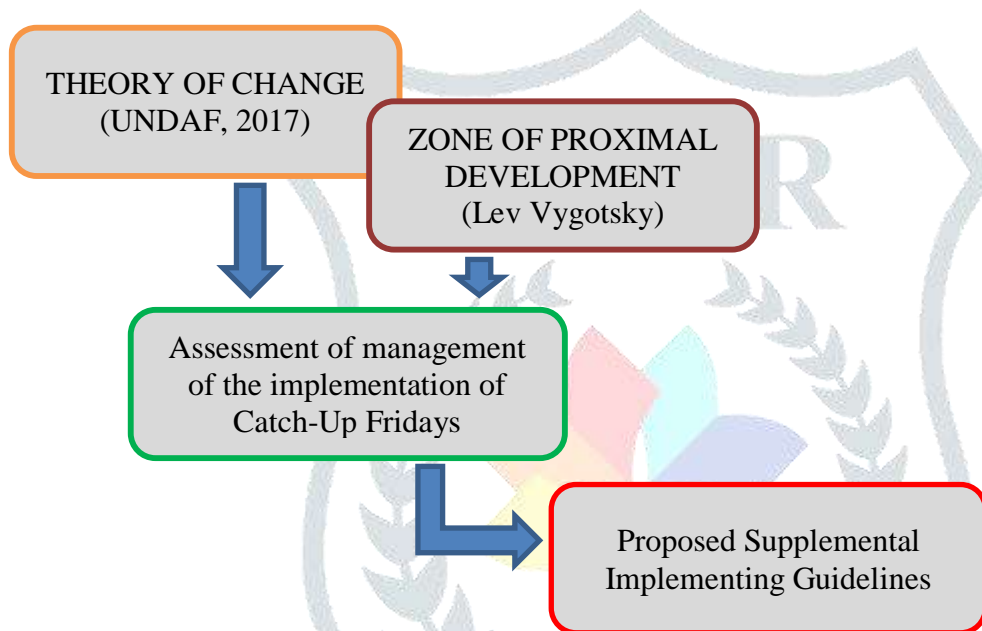
Relative to the implementation of Catch-Up Fridays, teachers can use the ZPD framework to identify where each student stands in terms of their reading skills and comprehension abilities. This involves assessing what the student can achieve independently and what they can accomplish with the guidance and support of the teacher or peers. Once the ZPD is determined for each student, educators can design targeted instruction

and support within this zone. This means providing activities and materials that are challenging enough to promote growth and development but are simple enough that they do not cause frustration or disengagement.

By matching instruction to each student's ZPD, teachers can ensure that interventions during Catch-Up Fridays effectively promote learning and progress. This approach recognizes that every student is unique and that learning is most successful within a zone that balances challenge and support.

Figure 1

Theoretical Paradigm



This paradigm is based on the Theory of Change by UNDAF (United Nations Development Assistance Framework) in 2017 and Zone of Proximal Development (ZPD) by Lev Vygotsky. By anchoring these two theories in the Catch-Up Friday's initiatives, the program assesses management of the implementation of Catch-Up Fridays. The result will help propose supplemental implementing guidelines to promote observable improvements in student's reading skills through evidence-based practices and individualized support.

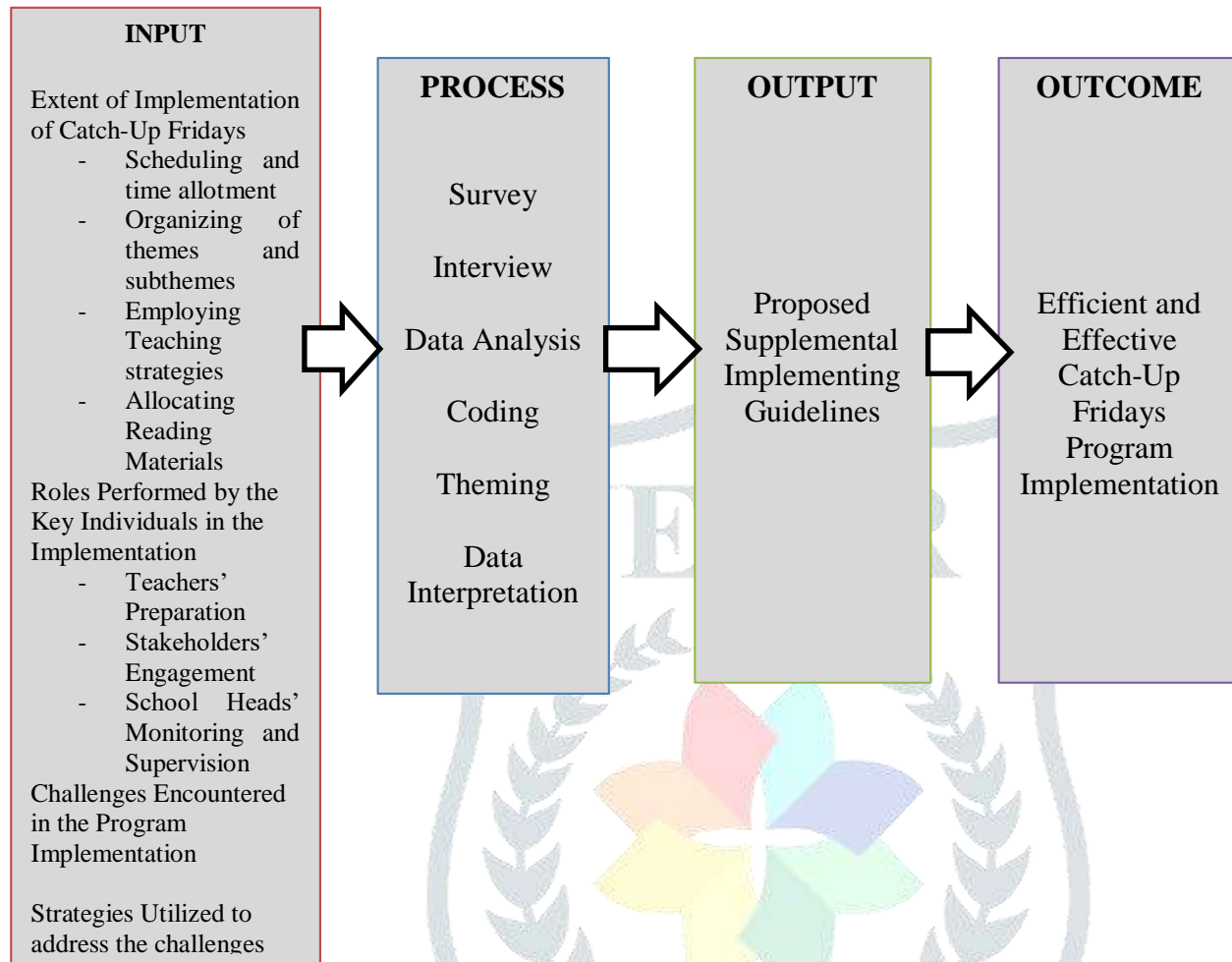
Conceptual Framework**Figure 2***Conceptual Paradigm*

Figure 2 shows the paradigm of the study, which illustrates the flow of the research. As presented, the input variables include assessing the implementation of Catch-up Fridays, focusing on the schedule, organizing of prescribed themes, employing teaching strategies, and allocating of reading materials. It also looked at the preparation of teachers, stakeholders' engagement, monitoring and supervision of school heads/officials, the challenges encountered, and the strategies used in the program implementation. The process combines quantitative and qualitative methods such as surveys, interview data analysis, coding, theming, and interpretation. The gathered data will be analyzed and interpreted to arrive at appropriate results, which will be used in designing an intervention plan that will serve as a guide to improve the implementation of catch-up Fridays in the school district.

Definition of Terms

To provide clarity and understanding, the following key terms are defined conceptually and operationally:

Catch-Up Friday is a learning mechanism intended to strengthen the foundational, social, and other relevant skills necessary to actualize the intent of the primary education curriculum.

Management refers to the coordinated organization, direction, and implementation of a group of related projects to achieve a common goal or objective that is not achievable by any individual project (Schmidt, 2022). As used in the study, it refers to managing the implementation of Catch-up Friday as a learning mechanism.

Monitoring is the ongoing process of systematically collecting data on the program's activities, outputs, and short-term outcomes to assess its progress and identify improvement areas (Rossi et al., 2021). The study refers to checking a program's progress by collecting information that can serve as the basis for program improvement.

Program Implementation is the systematic process of implementing a program design. It involves translating program goals and objectives into concrete actions and services (Weimer, 2020). In the study context, it refers to implementing Catch-up Fridays as a learning mechanism based on the provisions stipulated in the DepEd Memorandum.

Reading enhancement focuses on improving reading skills for students already at grade level or above.

Reading Intervention focuses on developing foundational skills like phonemic awareness, phonics, decoding, and fluency and is designed to support students struggling to read at grade level.

Stakeholder engagement refers to the continuous communication and collaboration process with individuals and groups who are impacted by or can influence the success of a project or organization (Chandler & Roscoe, 2020). As used in the study, it refers to the involvement of external stakeholders in implementing Catch-up Fridays.

Supervision is a collaborative and supportive process where school heads work with teachers and other staff members to improve the delivery of instruction. In the study, it refers to the process of supervising the activities involved in implementing Catch-up Fridays.

Teaching Strategy is a general approach teacher use to deliver instruction and support student learning. In the study context, it refers to any strategy teachers use to implement Catch-up Fridays in the classroom.

Chapter III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that guided the researcher in completing the study. It comprises the research design, the respondents, the research locale, the research instrument, the data gathering procedure, and the data analysis plan.

Research Design

This study employed mixed-method research. According to Creswell (2012), mixed-method research is a methodology that involves collecting, analyzing, and integrating both quantitative data (e.g., experiments, surveys) and qualitative data (e.g., focus groups, interviews). This combination allows the researcher to gain a more comprehensive understanding of the implementation of Catch-Up Fridays by integrating quantitative and qualitative perspectives. The study will specifically employ the sequential explanatory strategy. This strategy emphasizes the collection and analysis of quantitative data first, which then informs the development of the qualitative phase to provide deeper insights.

This research design was used to gather quantitative data from the teachers using a survey questionnaire about their assessment of the implementation of Catch-up Fridays, their preparations, the engagement of stakeholders, the monitoring and supervision conducted by the school heads, the implementation challenges and the strategies utilized to address the challenges. These aspects were assessed to provide a holistic understanding of the factors influencing the program's implementation. The gathered data served as the quantitative phase. Then, the researcher gathered the perspectives of the school heads to validate and support the quantitative findings through an interview. The interviews provided in-depth perspectives that validated

and contextualized the survey findings, offering a richer understanding of the challenges and strategies in implementing Catch-Up Fridays. The survey data constituted the quantitative phase, forming the basis for subsequent analysis and qualitative data collection. Based on the analysis of the survey results, the researcher designed the qualitative phase to further explore the emerging themes.

Research Locale

Figure 3.

Map of Catanauan, Quezon



Catanauan, a coastal municipality in Quezon Province, serves as the research locale. Specifically, the study was conducted in Catanauan District II, which comprises 20 schools. The locale was selected because Catanauan District II has a significant number of nonreaders and frustrated learners, highlighting pressing challenges in literacy development. The researcher, being familiar with the district's educational context, aims to assess the implementation of Catch-Up Fridays to identify challenges and propose improvements for the program.

Research Population and Sample

The study involved 292 elementary and secondary teachers in the district as part of the research population. They were selected since the study assessed the teachers' assessment of the implementation of catch-up Fridays. The teachers were considered the prime implementers of this program. Thus, they can provide accurate assessments based on their experience. In addition, the school heads of the ten schools were part of the study since the researcher gathered their responses in an interview. In addition to the teachers, the

school heads of ten schools were also included in the study to provide complementary perspectives. They can provide relevant information and insights about the phenomenon being studied.

The researcher utilized a complete or total enumeration sampling technique to select all population members as part of the sample. While this approach minimizes sampling variability, it may pose logistical challenges in managing data from larger populations. According to Arnab (2017), in the context of research methodologies, total population sampling is a type of purposive sampling technique where a researcher chooses to examine the entire population with a particular set of characteristics. This was used since the total population was relatively small and manageable. In addition, complete enumeration sampling provides the highest level of accuracy because it includes data from every member of the population. There is no margin of error associated with sampling variability, making it ideal for situations where precision is critical.

On the other hand, the researcher used convenience sampling for the qualitative part of the study to select ten school heads who participated. Nikolopoulou (2022) defines convenience sampling as "a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access. School heads were chosen based on their accessibility during the data collection period, considering their schedules and willingness to participate.

Table 1

Distribution of School Head and Teacher Respondents

NAME OF SCHOOLS	NUMBER OF SCHOOL HEADS	NUMBER OF TEACHERS
Bolo Elementary School	*	6
Bulagsong Elementary School	1	12
Cutucutan Elementary School	*	7
Dahican Elementary School	1	13
Doongan Ilaya National High School	*	26
Ireneo L. Comiso Elementary School	*	13
Macpac Elementary School	1	6
Manuel Uy Ekling Elementary School	*	14
Matandang Sabang National High School	1	26
Navitas Elementary School	1	7
San Isidro Elementary School	*	27
San Isidro National High School	1	52

San Vicente Kanluran Elementary School	1	8
San Vicente Kanluran National High School	*	17
San Vicente Silangan Elementary School	*	6
Sta. Maria Dao Elementary School	1	7
Tagabas Ibaba Elementary School	1	10
Tagabas Ibaba National High School	1	13
Tagabas Ilaya Elementary School	*	6
Tuhian Elementary School	*	16
TOTAL	10	292

Legend:

* - Not available during the interview

Research Instrument

This strategy emphasizes the collection and analysis of quantitative data first, which then informs the development of the qualitative phase to provide deeper insights. A survey questionnaire was used for the quantitative part of the study. The first part is assessing the implementation of Catch-up Fridays in terms of scheduling, organizing of themes, employing teaching strategies, and allocating reading materials. The second part of the instrument is the key individuals' roles in the implementation of Catch-Up Fridays in terms of the preparation of teachers, followed by the stakeholders' engagement and the monitoring and supervision of the school heads during the program implementation. The third part identified the challenges constraining the program's implementation. Finally, the last part determined the strategies utilized by the teachers in addressing the challenges of implementing Catch-Up Fridays.

In addition to the survey questionnaire, the study employed a qualitative approach to gather in-depth insights through interviews with school heads.

For the validation procedure, three research experts reviewed the instrument to ensure its validity and reliability, providing technical assistance in their respective areas of expertise, including a reading teacher, a supervisor in charge of English in DepEd, and a research practitioner related to the field. Feedback from the experts was used to refine the survey items for clarity, relevance, and alignment with the research objectives.

Data Gathering Procedures

The researcher employed the standard procedures of data gathering. Permission to conduct the study was sought from the Schools Division Superintendent of DepEd Quezon and then to the school heads of the elementary and secondary schools. Upon approval, the researcher administered the survey questionnaires to teachers through face-to-face distribution during scheduled sessions. After the survey, the researcher scheduled individual interviews with the school heads to gather qualitative data, which were documented through audio recordings. After retrieving the instruments and interview data, the researcher analyzed and interpreted the gathered information using appropriate statistical tools (e.g., descriptive statistics such as means and standard deviation), as well as qualitative techniques, including inductive coding and thematic analysis guided by Braun and Clarke's framework. All gathered data were used as the basis for the conclusions and recommendations.

Statistical Treatment of Data

The researcher used the following statistical tools to analyze the gathered data from the respondents.

For the statement of the problem number 1 about the extent of implementation of the management of Catch-Up Fridays program, the researcher used descriptive analysis specifically weighted average mean (WAM). This was used to calculate the average score by considering the frequency and weight of each response.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where: WM = Weighted Mean, $\sum fx$ = Sum of the products of the frequency with weights and N = Sample Size.

Implementation scale

Scale	Range of Weighted Mean	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Fully Implemented	Choosing this option indicates that the program has been executed entirely according to its intended design and objectives. All components and activities of the program are fully operational.
3	2.50-3.24	Moderately Implemented	Selecting this option means that the program is being carried out as planned, and most of its components and activities are in place, while there may be minor areas for improvement or refinement.
2	1.75-2.49	Partially Implemented	This option signifies that the program has been initiated, but significant gaps or deficiencies exist in its implementation.
1	1.00-1.74	Not Implemented	Choosing this option indicates that the program has not been initiated or put into practice at all.

For the statement of the problem number 2 about the roles performed by the key individuals in the implementation of Catch-Up Fridays program, the researcher used descriptive analysis specifically weighted average mean (WAM). This was used to calculate the average score by considering the frequency and weight of each response.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

Where: WM = Weighted Mean, $\sum fx$ = Sum of the products of the frequency with weights and N = Sample Size.

Performance Scale

Scale	Range of Weighted Mean	Description	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree	Highly Performed	Choosing this option indicates that the individual went beyond expectations, showing strong leadership, initiative, and active involvement.
3	2.50-3.24	Agree	Adequately Performed	Selecting this option means that the individual performed the role as expected, contributing consistently to the implementation process.

2	1.75-2.49	Disagree	Minimally Performed	This option signifies that the individual performed the role to a limited extent, with minimal or inconsistent participation
1	1.00-1.74	Strongly Disagree	Not Performed	Choosing this option indicates that the individual did not perform the expected role or was not involved in the implementation of Catch-Up Friday.

For the statement of the problem number 3 about the challenges encountered by the teachers in the implementation of Catch-Up Fridays program, the researcher used descriptive analysis specifically weighted average mean (WAM). This was used to calculate the average score by considering the frequency and weight of each response.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

Where: WM = Weighted Mean, $\sum fx$ = Sum of the products of the frequency with weights and N = Sample Size.

Encountered Scale

Scale	Range of Weighted Mean	Description	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree	Highly Encountered	Choosing this option indicates that the teacher has frequently and intensely experienced this challenge. It has significantly disrupted their teaching or the implementation of Catch-Up Friday, often requiring considerable effort or external support to address.
3	2.50-3.24	Agree	Moderately Encountered	Selecting this option means that the teacher has encountered this challenge on several occasions. It has had a noticeable effect, requiring some adjustments to their teaching strategies or planning, though it remained manageable.
2	1.75-2.49	Disagree	Minimally Encountered	This option signifies that the teacher has experienced this challenge on rare occasions or at a low level. It may have caused slight inconvenience but did not significantly affect their instructional process.
1	1.00-1.74	Strongly Disagree	Not Encountered	Choosing this option indicates that the teacher has not experienced this challenge at all during the implementation of Catch-Up Friday. It had no impact on their teaching, planning, or classroom management.

For the statement of the problem number 4 the strategies utilized by the teachers in addressing the challenges encountered in implementing Catch-Up Fridays, the researcher used descriptive analysis specifically weighted average mean (WAM). This was used to calculate the average score by considering the frequency and weight of each response.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

Where: WM = Weighted Mean, $\sum fx$ = Sum of the products of the frequency with weights and N = Sample Size.

Utilization Scale

Scale	Range of Weighted Mean	Description	Verbal Interpretation	Qualitative Description
4	3.25-4.00	Strongly Agree	Highly Utilized	Choosing this option indicates that the resource/program was consistently and effectively used to its fullest extent.
3	2.50-3.24	Agree	Moderately Utilized	Selecting this option means that the resource/program was used regularly and appropriately, though not to its full potential
2	1.75-2.49	Disagree	Minimally Utilized	This option signifies that the resource/program was used occasionally or to a very limited extent. Usage was inconsistent
1	1.00-1.74	Strongly Disagree	Not Utilized	Choosing this option indicates that the individual did not make use of the resource/program at all. There is no evidence of usage

For the qualitative side, qualitative data analysis was done using the appropriate coding techniques and thematic categories for the responses. This helped the researcher identify the themes to which the responses could be categorized.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results, analysis, and discussion of the study. The information was gathered using the study's quantitative and qualitative instruments, from which the data were derived, including extent in the implementation of Catch-Up Fridays, roles of the key individuals in the implementation of Catch-Up Fridays, challenges encountered by the teachers, and strategies utilized by the teachers in addressing the challenges in the implementation.

Part I. Extent of the Implementation of the Catch-Up Friday Program

Table 1.1A

Extent of Implementation of the Catch-Up Friday Program in terms of Scheduling and Time Allotment

Indicators		4	3	2	1	Mean	SD	VI
Scheduling and Time Allotment								
1.	allots 55 minutes in GMRC and Values Education	93	137	53	9	3.08	0.787	MI
2.	allots 60 minutes in Health Education	72	164	47	9	3.02	0.729	MI
3.	allots 40 minutes in Peace Education	80	153	54	5	3.05	0.725	MI
4.	allots 120 minutes for reading intervention.	117	127	46	2	3.23	0.731	MI
5.	allots 120 minutes for reading enhancement.	108	148	29	7	3.22	0.719	MI
6.	observes the DEAR (Drop Everything and Read) by not allowing other activities during Fridays.	115	129	47	1	3.23	0.721	MI
7.	follows the time in the class program to conduct CUF activities.	96	141	55	0	3.14	0.706	MI
Composite Mean						3.14	0.731	MI
Legend:								
3.25 – 4.00		Fully Implemented (FI)						
2.50 – 3.24		Moderately Implemented (MI)						
1.75 – 2.49		Partially Implemented (PI)						
1.00 – 1.74		Not Implemented (NI)						

Table 1.1A shows the extent of the implementation of the Catch-Up Friday program regarding schedule and time allotment. It depicts a composite mean of 3.14, indicating a moderate implementation. According to data, teachers moderately implemented the DEAR (Drop Everything and Read) by not allowing other activities during Friday, allotting 120 minutes for reading intervention (3.23), and following the time in the class program to conduct CUF activities (3.14). The data also shows that teachers moderately implemented the allotment of 55 minutes in GMRC and Values Education (3.08), 40 minutes in Peace Education (3.05), and 120 minutes for reading enhancement (3.22). The least moderately implemented is the allotment of 60 minutes in Health Education with a mean of 3.02. It exhibits variability in time allotment for specific components like reading intervention and enhancement since CUF was implemented to address learners' reading difficulties. However, reading enhancement was also seen as CUF's purpose because the program intends to provide activities to enhance learners' reading abilities at the independent and instructional levels.

The schedule and time allotment were clarified by the school heads' responses in the interview. Most of them indicated that they adhere to the prescribed time allotment as stipulated in the CUF guidelines. However, some admitted that they had to change the schedule to address attendance issues since some students do not attend CUF sessions on Fridays. They also needed to change the time allotment to address the specific needs of the learners. Hence, time allotment was not fully implemented per CUF guidelines.

Table 1.1B

School Heads' Transcribed Responses on the Implementation of the Catch-Up Friday Program in terms of Scheduling and Time Allotment

Theme	Code	Descriptions	Extracted Quotes
1. Adherence to prescribed schedule	Time allotment based on the DepEd Order	Following DepEd guidelines, ensuring sufficient time, learner suitability, and memo compliance	SH1 & SH8: "Friday is allotted for CUF... We follow the schedule throughout the academic year. ...except if there are activities that are inevitable." SH2: On Catch-Up Fridays, we follow the DepEd mandated time allotment per subject, just like on regular class days. SH3: We follow what is in the memo. SH4: Catch-Up Fridays is enough and suitable for the learners. SH5: Not specifically Friday para di mapredict ng mga estudyante. SH6: Yes, enough yong time para magawa yong catch-up SH7: Very good/implemented regular SH9 & SH10: CUF happens on Friday
2. Deviation from the prescribed day	Assigning other day for CUF implementation	Flexible scheduling to avoid predictability among students.	SH5: Not specifically Friday para di mapredict ng mga estudyante.

The data presented in Table 1.1B reveals two primary themes regarding implementing the Catch-Up Friday (CUF) program regarding scheduling and time allotment. The first theme, adherence to the prescribed schedule, highlights how school heads follow the Department of Education (DepEd) guidelines by allotting Fridays specifically for CUF. This approach ensures sufficient time for catch-up activities, maintains learner suitability, and complies with official memos. School heads reported that the CUF schedule is observed throughout the academic year, except when unavoidable activities arise. They emphasized that the mandated time allotment per subject is followed on CUF, mirroring regular class days, and that this arrangement is sufficient and suitable for learners.

The second theme, deviation from the prescribed day, reflects a degree of flexibility in implementing CUF. Some school heads indicated that CUF is not always held on Fridays to avoid predictability among students. By assigning CUF to different days, schools aim to prevent students from anticipating and potentially

manipulating the schedule. This flexible approach allows schools to adapt to their unique contexts while still achieving the objectives of the CUF program.

Recent literature supports both approaches. Adhering to prescribed schedules is associated with improved instructional consistency and academic outcomes, as sufficient and structured learning time is critical for student achievement. On the other hand, flexible scheduling has gained recognition, especially after the disruptions caused by the COVID-19 pandemic, for its ability to accommodate diverse learner needs and promote engagement (Kirillov et al., 2019). Balancing these strategies enables schools to maintain policy compliance while responding effectively to local challenges and student needs.

The quantitative data indicates that implementing the Catch-Up Friday program in terms of scheduling and time allotment is moderately implemented, with a composite mean of 3.14. Teachers allocate the prescribed time for key activities such as reading intervention, enhancement, and observing the DEAR (Drop Everything and Read) activity. However, there is some variability in the time allotted for subjects like Health Education and Peace Education, suggesting that while the guidelines are mostly followed, they are not strictly adhered to in all areas. This moderate level of implementation reflects some flexibility in applying the program's schedule to meet the diverse needs of learners.

The qualitative data from school heads' interviews complements and explains the quantitative findings by revealing that while most schools adhere to the Department of Education's prescribed schedule and time allotment, some deviations occur. These deviations are purposeful and aimed at addressing practical challenges such as student attendance and avoiding predictability in the program schedule. The flexibility to adjust the day or time allotment allows schools to better respond to their unique contexts and learner needs. Thus, both data sets show that although the Catch-Up Friday program is primarily implemented as intended, schools exercise adaptive strategies to optimize its effectiveness, reflecting a balance between policy adherence and contextual responsiveness.

Table 1.2A

Extent of Implementation of the Catch-Up Friday Program in terms of Organizing Themes and Subthemes

Indicators		4	3	2	1	Mean	SD	VI
1.	I follow the assigned quarterly theme/topic/issue per grade level.	105	136	48	3	3.17	0.732	MI
2.	The school head/master teachers check the alignment of the CUF lesson plan to the weekly theme.	90	137	59	6	3.07	0.768	MI
3.	I ensure that specific subthemes are discussed per grade level.	96	150	42	4	3.16	0.710	MI
4.	I integrate the prescribed themes into my instructional activities and materials.	94	151	44	3	3.15	0.702	MI
Composite Mean						3.14	0.728	MI

Legend: 3.25 – 4.00 Fully Implemented (FI)
 2.50 – 3.24 Moderately Implemented (MI)
 1.75 – 2.49 Partially Implemented (PI)
 1.00 – 1.74 Not Implemented (NI)

Table 1.2A presents data on implementing CUF regarding organizing of themes and subthemes. The findings indicate that the program is moderately implemented, with a composite mean of 3.14, which suggests that while the program generally aligns with the themes and subthemes, there is still room for improvement.

Specifically, the data show that teachers moderately follow the assigned quarterly theme/topic/issue per grade level (3.17), ensure that specific subthemes are discussed per grade level (3.16), and integrate the prescribed themes into instructional activities and materials (3.15).

Moreover, there is slightly less consistency in checking the alignment of the CUF lesson plan to the weekly theme as it is moderately implemented (3.07). While the integration of themes is moderately implemented, the Catch-Up Friday program could benefit from further efforts to ensure consistent adherence to themes and subthemes across all aspects of the program. Through this alignment, the program can potentially enhance student learning outcomes and provide a more comprehensive educational experience.

This was also proven by the school head's responses in the interview. According to the analysis of their responses, they adhere to guidelines, curriculum alignment, and monitoring and tracking. The school heads ensure this by checking the adherence of the lesson plans to the prescribed themes and sub-themes. All the school heads agreed that the schools adhere to the themes per quarter.

As stated in the DO 1.s.2024, the second half of CUF focuses on promoting Values, Health, and Peace Education. This is to support the vital educational goals outlined in the MATATAG Agenda and speed up the achievement of the objectives in DepEd Order (DO) No. 013, s. 2023, regarding the National Learning Recovery Program (NLRP), it is essential to enhance Values, Health, and Peace Education. Values Education remains a priority by Republic Act (RA) No. 11476, which emphasizes Good Manners and Right Conduct

(GMRC) and the Values Education Act, highlighting the crucial role of youth in nation-building. The necessity for Peace Education arises from the 2022 Program for International Student Assessment (PISA) results, indicating that bullying is a significant issue in public schools. Filipino learners must develop peace competencies, empowering them to advocate for their communities. Health Education also requires more advocacy to promote students' health and well-being.

Table 1.2B

School Heads' Transcribed Responses on the Implementation of the Catch-Up Friday Program in terms of Organizing Themes and Subthemes

Theme	Code	Descriptions	Extracted Quotes
1. Adherence to guidelines	Following guidelines Integration into regular subjects	Following DepEd guidelines, ensuring sufficient time, learner suitability, and memo compliance	SH1: We adhere to the designated theme and subthemes as stipulated in DO No. 001 s.2024 SH3: We follow the guidelines based on grade level and structure SH4: We follow the themes in the memo SH5: Not specifically Friday para di mapredict ng mga estudyante. SH6: "Sinusunod po pati peace education" SH7: Nasunod naman yong implementation ng themes and subthemes SH10: We integrate the themes based on what is prescribed each quarter SH 6: We integrate the Catch-Up in the regular subjects
2. Monitoring and tracking	Tracking activities for Catch-Up Fridays Collaboration with Master Teachers	Tracks CUF activity through planning and collaboration	SH2: I always track the activities for Catch-Up Fridays, like I am monitoring the lesson plan with the help of our master teacher, then we, together with the teachers do brainstorm and LAC sessions SH9: I check the lesson plan to track the activities in CUF. It must align to the themes and subthemes.
3. Curriculum alignment	Alignment of learning plans to themes	Aligns plans to themes	SH 8: I check the lesson plan to track the activities in CUF...

The data presented in Table 1.2B highlights key themes regarding implementing the Catch-Up Friday (CUF) program based on school heads' transcribed responses. The first theme, adherence to guidelines, reflects a commitment to following DepEd guidelines, ensuring sufficient time and learner suitability, and complying with memos. School heads emphasized adhering to designated themes and subthemes as stipulated in DepEd Order No. 001 s.2024 (SH1, SH3, SH4, SH6, SH7). Another code under this theme is the integration of CUF into regular subjects (SH6, SH10). The second theme, monitoring and tracking, involves tracking CUF activities to align with the activity plans through planning and collaboration with master teachers (SH2, SH9). The third theme, curriculum alignment, focuses on aligning learning plans to the themes of the CUF program (SH8).

Recent literature supports these themes, particularly the emphasis on guidelines and alignment. Adherence to guidelines ensures consistency and standardization, which are crucial for effective educational programs. Monitoring and tracking, as highlighted by the school heads, align with contemporary educational practices that emphasize data-driven decision-making and continuous improvement (Kirillov et al., 2019). Curriculum alignment ensures that learning activities are coherent and contribute to educational goals. Snyder et al. (2019) discuss the importance of a structured yet flexible approach, balancing adherence to guidelines with the need for adaptation to specific school contexts. Flexible learning spaces and schedules are also discussed in recent articles, emphasizing adaptability to student needs and engagement (Pedagogue, 2024).

The quantitative data from Table 1.2 reveals that implementing the Catch-Up Friday program in terms of adherence to themes and subthemes is moderately implemented, with a composite mean of 3.14. Teachers generally follow the assigned quarterly themes, ensure subthemes are discussed, and integrate these into instructional activities. However, there is less consistency in checking lesson plan alignment with weekly themes. This suggests that while the program's guidelines are being applied, there is still variability and room for improvement in ensuring complete alignment across all aspects of the curriculum.

The qualitative data from school heads' interviews complements these findings by providing context for the moderate implementation observed in the quantitative results. School heads consistently report adherence to DepEd guidelines, regular monitoring and tracking of lesson plans, and efforts to align activities with prescribed themes and subthemes. However, their responses also highlight the ongoing need for collaboration, tracking, and adaptation to maintain curriculum alignment. Both data sets, therefore, point to a generally positive but not yet optimal level of implementation, with qualitative insights helping to explain the reasons behind the moderate quantitative score, the balance between following official guidelines and adapting to the practical realities of school contexts.

Table 1.3A*Extent of Implementation of the Catch-Up Friday Program in terms of Employing Teaching Strategies*

Indicators	4	3	2	1	Mean	SD	VI
1. I follow the DepEd-prescribed procedures in the reading intervention by giving pre-reading, during reading, and post-reading activities.	129	132	31	0	3.34	0.661	FI
2. I follow the DepEd-prescribed procedures in doing the reading enhancement such as preparation, dedicated reading time, reflection, sharing, and wrap-up.	106	150	36	0	3.24	0.656	FI
3. I make sure that the teaching strategies I use are stated in the suggested strategies in the memorandum.	120	159	13	0	3.37	0.568	FI
4. I design other teaching strategies based on the reading needs of my learners.	136	142	14	0	3.42	0.583	FI
5. I differentiate instruction to accommodate diverse learning styles and abilities when implementing CUF.	128	147	17	0	3.38	0.594	FI
Composite Mean					3.34	0.622	FI

Legend:

3.25 – 4.00	Fully Implemented (FI)
2.50 – 3.24	Moderately Implemented (MI)
1.75 – 2.49	Partially Implemented (PI)
1.00 – 1.74	Not Implemented (NI)

Table 1.3A illustrates the data on implementing the Catch-Up Friday program regarding teaching strategies. The findings indicate that the teachers fully implemented varied strategies, with a composite mean of 3.34. This suggests that the program effectively utilizes a variety of teaching strategies to cater to different learning styles and promote student engagement.

They follow the DepEd-prescribed reading intervention and enhancement procedures (3.37), demonstrating a commitment to evidence-based practices. Additionally, teachers design their teaching strategies based on the reading needs of their learners, indicating a personalized approach to instruction (3.38).

They also adhere to the reading intervention and enhancement methods recommended by the Department of Education (3.37), showing dedication to proven practices rooted in evidence-based approaches. Furthermore, teachers adjust their teaching methods according to their students' reading needs (3.38).

Based on the responses from the school heads, they agreed on these strategies. Analysis of data from the interview with them, strategies included targeted instructional strategies, engagement strategies, differentiated instruction, and structured reading interventions.

Targeted instructional strategies included one-on-one sessions, small group sessions, peer sessions, and read-aloud. Targeted instructional strategies are the alignment of specific student needs to establish learning goals. Teachers use data to identify and categorize student needs and then provide instruction to meet those needs via adaptive content and/or methods.

Meanwhile, in engagement strategy, they used play-based activities, hands-on activities, and experiential learning to increase students' engagement. In differentiated instruction, differentiated activities were done. Lastly, structured reading intervention is done by giving pre-, during, and post-reading activities.

When asked how they select the strategies to be used, the school heads pointed out that they conduct needs assessments to ensure the strategies align with the learners' needs and preferences. Other school heads testified that considering the students' needs in instructional decisions benefits them.

The commitment to following DepEd-prescribed reading intervention procedures resembles the adherence to structured, evidence-based practices designed to enhance literacy outcomes. Tolentino (2023) stresses that implementing standardized reading interventions is crucial for addressing the needs of struggling readers and ensuring that instructional methods are aligned with best practices in education. Teachers can provide consistent and practical student support by adhering to these guidelines.

Furthermore, the personalized approach indicated by designing teaching strategies based on individual reading shows differentiated instruction. Lyon and Bruns (2019) assert that aligning instruction to meet the unique needs of each learner is essential for promoting engagement and improving reading proficiency. This individualized approach helps students feel valued and enhances their motivation to learn.

Table 1.3B

School Heads' Transcribed Responses on the Implementation of the Catch-Up Friday Program in terms of Employing Teaching Strategies

Theme	Code	Descriptions	Extracted Quotes
1. Targeted instructional strategies	Small group session peer support experiential learning	Employs targeted review, small group sessions, peer tutoring, differentiated instruction, hands-on activities, and remedial work.	SH2: we use targeted review, small group session, peer tutoring, differentiated instruction, hands-on activities, and remedial work... SH7: read aloud, peer tutoring, team teaching SH8: Differentiated activities, one-on-one/ group reading, collaborative activities, games SH10: We integrate the themes based on what is prescribed each quarter
2. Engagement through play	experiential learning play-based activities	Utilizes play-based and experiential activities, including game-based activities in groups.	SH3: we used play-based and experiential activities SH5: play-based activities SH6: game-based activities in groups
3. Differentiated instruction	leveling and grouping	Employs one-on-one instruction, groupings (blog), and leveling strategies to differentiate instruction.	SH 4: One on one, groupings (blog), leveling SH 9: differentiation
4. Structured Reading	pre and post reading activities	Implements DepEd-prescribed procedures in reading intervention through pre-reading, during-reading, and post-reading activities.	SH 1: The teacher follows the DepEd prescribed procedures in the reading intervention by giving pre-reading, during reading, and post-reading activities.

Based on the data in Table 1.3B, school heads employ varied teaching strategies in the Catch-Up Friday program, categorized into four main themes. The first, targeted instructional strategies, incorporates small group sessions, peer support, and experiential learning to provide focused and personalized assistance. This involves targeted review, peer tutoring, differentiated instruction, hands-on activities, and remedial work tailored to address specific learning needs.

This multifaceted approach aligns with contemporary educational research emphasizing personalized learning and student-centered instruction. Small group sessions and peer tutoring create supportive learning environments where students can receive individualized attention and learn from one another (Hattie, 2017). Experiential learning and hands-on activities enhance engagement and retention by connecting abstract concepts to real-world applications (Kolb, 2015). Targeted review and remedial work address specific learning gaps and ensure students have a solid foundation for future learning.

The second theme, engagement through play, uses play-based and experiential activities to make learning enjoyable and interactive, fostering a positive attitude towards education. The third theme, differentiated instruction, employs leveling and grouping strategies to accommodate diverse learning styles and paces, ensuring that each student receives appropriate support. Finally, structured reading involves implementing DepEd-prescribed procedures in reading intervention through pre-reading, during-reading, and post-reading activities.

Recent literature supports the use of these strategies. Small group instruction and peer tutoring have been shown to improve student outcomes by providing individualized support and fostering collaborative learning environments (Hattie, 2017). Experiential learning and play-based activities enhance engagement and motivation by making learning more relevant and enjoyable (Kim, 2020). Differentiated instruction and leveling strategies help address learners' diverse needs, promoting equity and inclusivity (Tomlinson, 2014). Structured reading interventions effectively improve reading skills and comprehension, particularly when aligned with evidence-based practices (National Reading Panel, 2000).

When comparing the quantitative data from Table 1.3 with the qualitative insights from the school heads' responses in Table 1.3b, a comprehensive mixed-methods analysis emerges, highlighting the implementation of the Catch-Up Friday Program in terms of teaching strategies. The quantitative findings

indicate a firm commitment from teachers to fully implement prescribed intervention strategies, with a composite mean of 3.34, particularly emphasizing adherence to DepEd guidelines and the personalization of teaching methods to meet learners' diverse needs. Teachers reported using varied strategies, such as pre-reading, during, and post-reading activities, all essential components of effective literacy instruction. This structured approach reflects a solid foundation for addressing students' reading difficulties, demonstrating the reliability of the quantitative data in showing educational effectiveness.

On the other hand, the qualitative responses from school heads provide a deeper understanding of how these strategies are operationalized in practice. The recurring themes of targeted instructional strategies and engagement through play suggest that teachers are implementing prescribed methods and innovating and adapting these strategies based on ongoing assessments of their students' needs. For instance, small group sessions, peer support, and experiential learning indicate a flexible framework that fosters student engagement and participation. This alignment between quantitative findings and qualitative insights reveals a holistic approach to teaching that underscores the importance of both structured interventions and responsive teaching practices. Thus, the mixed-methods analysis shows that the successful implementation of the Catch-Up Friday Program relies on a balance of adherence to evidence-based practices and teachers' adaptability to cater to their students' unique learning profiles.

Table 1.4A

Extent of Implementation of the Catch-Up Friday Program in terms of Allocating Reading Materials

Indicators	4	3	2	1	Mean	SD	VI
1. Localized Texts	99	152	39	2	3.19	0.682	MI
2. Digital Texts/Resources	157	116	19	0	3.47	0.617	FI
3. Textbooks	102	154	34	2	3.22	0.668	MI
4. Worksheets	152	122	18	0	3.46	0.611	FI
5. Leveled Texts	100	168	49	2	3.23	0.647	MI
6. Authentic Materials	73	168	49	2	3.07	0.665	MI
7. Technology-Based Materials	139	132	20	1	3.40	0.632	FI
Composite Mean					3.29	0.646	FI

Legend:

3.25 – 4.00	Fully Implemented (FI)
2.50 – 3.24	Moderately Implemented (MI)
1.75 – 2.49	Partially Implemented (PI)
1.00 – 1.74	Not Implemented (NI)

Table 1.4A shows the data on the extent of use of reading materials in implementing the Catch-Up Friday program. The findings indicate that the teachers fully implemented the program using diverse reading materials, with a composite mean of 3.29.

The data show that teachers frequently use digital texts/resources (3.47), worksheets (3.46), and technology-based materials (3.40) in their lessons. This demonstrates a comprehensive approach to reading instruction that caters to learning styles and provides students with diverse opportunities to engage with text. Meanwhile, other materials, such as localized texts, textbooks, leveled texts, and authentic texts, are moderately used.

The school heads agreed with the findings, revealing that in the CUF implementation, they used diverse materials, while some used localized texts. Diverse materials include ICT-integrated materials, authentic texts/literary texts, big books, visual aids, teacher-made materials, validated materials, and borrowed books from the DepEd library hub.

Three categories emerged regarding selecting materials: curriculum alignment, learner-centric approach, and teacher involvement. They ensure the materials align with the curriculum standards while ensuring the learners' interest. Also, teachers are involved in selecting/preparing materials based on the needs of the learners.

Table 1.4B

School Heads' Transcribed Responses on the Implementation of the Catch-Up Friday in terms of Allocating of Reading Materials

Theme	Code	Descriptions	Extracted Quotes
1. Localization of materials	Localized Materials	Use of reading materials that are relevant to the local context and environment.	SH1 localized reading materials SH3 we used big book, ICT Integrated materials, localized materials, borrowed books from DepEd library hub. SH6 localized materials, authentic SH8 Localized materials SH 10 Contextualized stories and materials
2. Contextualization of materials	Contextualized materials	Modification and adaptation of reading materials to suit the specific needs and experiences of learners.	SH2 we used modified and contextualized materials for catch up Fridays. In fact, we have a committee on doing Catch-Up Friday materials, this involves validating the modified or contextualized stories and materials used.
3. Diverse resources	Teacher-made materials Validated materials ICT integrated materials Authentic texts literary texts	Use of a variety of reading materials, including those created by teachers, validated by the Division, integrated with ICT, and authentic literary texts.	SH4 Teacher-made materials SH5 We used Division validated reading materials from Project Real SH7 Drills, charts, ICT integration, mystery box SH9 Authentic texts or literary texts

The data presented in Table 1.4B highlights school heads' approaches regarding reading materials for the Catch-Up Friday program, which cluster into three main themes: localization of materials, contextualization of materials, and using diverse resources. The first theme, localization, emphasizes utilizing reading materials

specific to the learners' local context and environment, ensuring relevance to their lived experiences. The second theme, contextualization, involves adapting existing materials to align with the learners' specific needs, cultural backgrounds, and experiences. This makes the content more relatable and understandable. Finally, the theme of diverse resources focuses on using a broad array, including teacher-made, Division-validated, ICT-integrated, authentic, and literary texts, to cater to different learning styles and preferences.

Current research emphasizes the importance of culturally relevant and diverse reading materials in promoting student engagement and literacy development. Localization and contextualization help make learning more meaningful and relevant, fostering a stronger connection to the content and enhancing comprehension (Paris & Alim, 2017). Using diverse resources, including technology and authentic texts, can support differentiated instruction and cater to varied learning needs (Rose & Meyer, 2002). Integrating digital tools and resources in literacy instruction positively impacts students' motivation and learning outcomes (Kucirkova, 2019). Furthermore, research suggests that when students see themselves reflected in the curriculum, they are more likely to engage with the material and experience academic success (Alvarez & Rogers, 2021).

The data presented in Table 1.4A and Table 1.4B provide a comprehensive picture of implementing the Catch-Up Friday program, focusing on the reading materials used. The quantitative findings indicate a generally positive reception among teachers, with a composite mean of 3.29 across various reading materials, suggesting a moderate to full program implementation. Digital texts/resources and worksheets received the highest ratings, indicating that teachers favor utilizing contemporary and interactive resources that cater to diverse learning styles. However, materials like localized texts and authentic materials showed moderate usage, suggesting an opportunity for further enhancement in aligning these resources with students' cultural contexts.

In contrast, the qualitative insights from school heads in Table 1.4b emphasize the importance of localization and contextualization of reading materials. The thematic analysis reveals that school leaders prioritize using materials relevant to students' local contexts, advocating for a more personalized approach to literacy. This reflects an understanding that while the quantitative data suggests a diverse approach to reading instruction, the qualitative feedback underlines the necessity of ensuring that these materials are not just varied but also deeply connected to the learners' lived experiences. The synergy between the quantitative and

qualitative data suggests that enhancing the implementation of the Catch-Up Friday program could benefit from a stronger emphasis on cultural relevance and contextualized resources, ultimately fostering greater student engagement and learning outcomes.

Part II. Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays

Table 2.1A

Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of Teachers' Preparation

Indicators	4	3	2	1	Mean	SD	D	DI
Teachers' Preparation								
1. I attend the orientation on the implementation of CUF.	7	19	18	0	2.75	0.719	A	AP
2. I have the necessary resources and materials to implement CUF effectively.	14	16	14	0	3.00	0.807	A	AP
3. I receive adequate training and professional development opportunities focused on effective CUF implementation.	0	17	27	0	2.39	0.493	A	AP
4. I collaborate with colleagues and instructional specialists to plan and implement reading interventions tailored to students' needs.	12	24	8	0	3.09	0.676	A	AP
5. I effectively communicate with students' families and caregivers, involving them in the intervention process and providing support and resources for reading practice at home.	6	33	5	0	3.02	0.505	A	AP
6. I prepare the teaching guides and other materials earlier than Fridays to ensure effective delivery.	4	34	6	0	2.95	0.480	A	AP
7. I evaluate my teaching practices weekly for improvement.	13	24	7	0	3.14	0.668	A	AP
8. I commit to ongoing reflection and professional growth, continuously seeking opportunities to refine and improve my practices in implementing reading interventions.	14	22	8	0	3.14	0.702	A	AP
9. I participate in professional learning communities or collaborative team meetings to share best practices and discuss student progress in CUF.	14	23	7	0	3.16	0.680	A	AP
10. I receive ongoing support and guidance from my school head to enhance my CUF implementation.	11	23	8	2	2.98	0.792	A	AP
Composite Mean					2.96	0.652	A	AP
Legend:								
3.25 – 4.0	Strongly Agree (SA)	Highly Performed (HP)						
2.50 – 3.24	Agree (A)	Adequately Performed (AP)						
1.75 – 2.49	Disagree (D)	Minimally Performed (MP)						
1.00 – 1.74	Strongly Disagree (SD)	Not performed (NP)						

Table 2.1A presents data on the roles performed by the key individuals in implementing the CUF program in terms of teachers' preparation. The findings indicate that teachers generally agree that they are prepared to implement the program, with a composite mean of 2.96.

The teachers reported attending orientations and participating in professional learning communities (3.16), evaluating teaching practices for improvement, reflecting (3.14), and collaborating with colleagues (3.09).

Also, the school heads revealed the same findings on teacher preparation. They stated that they conducted orientation, organized LAC sessions to plan the implementation, and provided technical assistance to teachers. Teachers also prepare lesson plans and materials earlier to ensure effective delivery during CUF.

When asked how the teachers incorporated their training in the CUF implementation, emerging themes include collaborative practices, training knowledge application, and engagement strategies. This indicates that they find sharing best practices effective in the CUF implementation. The aforementioned conclusions are supported by several literary works. Teachers can choose the best teaching methods when they have a solid basis in reading science, which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Academies of Sciences, Engineering, and Medicine, 2019). Additionally, remaining current with best practices gives teachers the tools they need to carry out effective interventions and improvements.

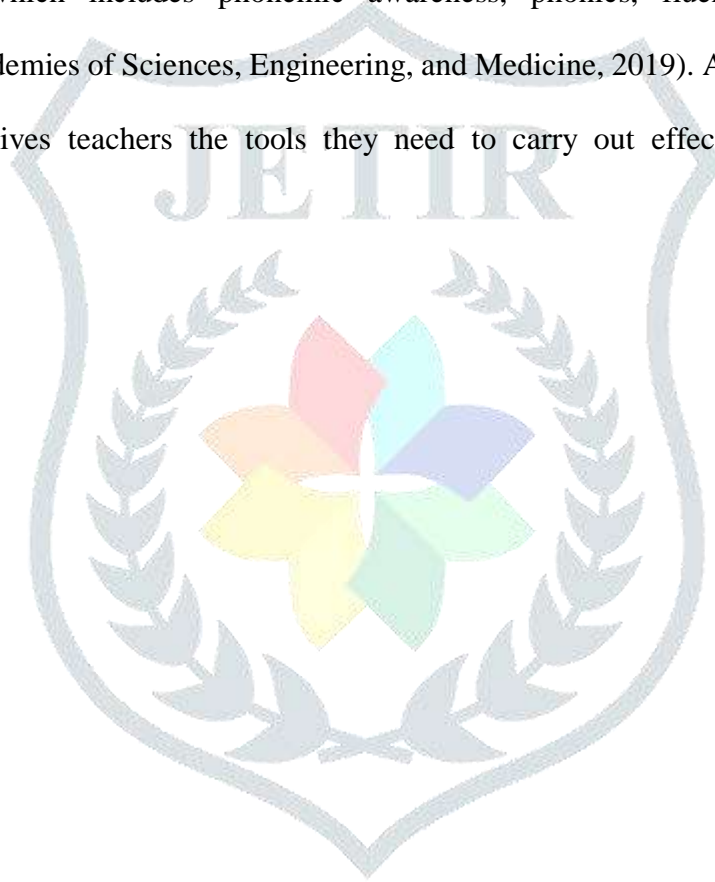


Table 2.1B*School Head's Transcribed Responses on the Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of Teachers' Preparation*

Theme	Code	Descriptions	Extracted Quotes
1. Material development	advance preparation advance preparation lesson plan requirements Orientation session/advance preparation advance preparation	Focuses on proactive preparation of instructional materials and lesson planning prior to the Catch-Up Friday sessions.	SH1 with plan and instructional materials. SH3 They prepare materials prior to catch-up Friday SH5 Required in lesson plan most especially in Filipino and English lesson SH9 Teachers are oriented about CUF during LAC session. Teachers also prepare lesson plans and materials earlier, to ensure effective delivery during CUF SH10 Teachers prepare lesson plans and materials earlier before CUF.
2. Preparation and planning	reviewing lesson progress creating remedial materials	Involves planning and readiness activities, which includes reviewing student progress, identifying learning gaps, creating appropriate remedial materials, and planning targeted activities to address individual learner needs.	SH2 Teacher prepare for Catch-Up Friday by reviewing lesson progress, identifying gaps, creating remedial materials, planning targeted activities, and ensuring flexibility to address individual learner needs.
3. Orientation and training	orientation session technical assistance advance preparations	Highlights the provision of orientation sessions and technical assistance to teachers regarding the implementation of Catch-Up Friday, ensuring they are well-prepared and supported.	SH4 Very prepared, we conducted orientation SH7 They are oriented in LAC session SH8 We conducted an orientation on the CUF implementation. The Master teachers are providing technical assistance by checking the lesson plans/materials. SH9 Teachers are oriented about CUF during LAC session. Teachers also prepare lesson plans and materials earlier, to ensure effective delivery during CUF.
4. Support and collaboration	orientation session technical assistance	Underscores the collaborative support system through orientation and technical assistance to ensure effective implementation, which includes master teachers checking lesson plans and materials.	SH8 We conducted an orientation on the CUF implementation. The Master teachers are providing technical assistance by checking the lesson plans/materials.

Four primary themes emerge based on the data presented in Table 2.1B, which focuses on school heads' transcribed responses regarding roles performed by the key individuals in the implementation of Catch-up Fridays in terms of teachers' preparation. First, material development emphasizes advanced preparation, ensuring teachers develop instructional materials and lesson plans before the sessions. The second theme, preparation and planning, involves reviewing lesson progress, identifying learning gaps, and the creation of remedial materials to address individual learner needs. The third theme, orientation, and training, underscores the importance of providing teachers with orientation sessions and technical assistance to ensure they are well-prepared for implementing Catch-Up Friday. Finally, support and collaboration focus on the collaborative support system, involving orientation and technical assistance, often with master teachers checking lesson plans and materials.

These themes highlight the importance of thorough preparation, ongoing support, and collaboration in effectively implementing the Catch-Up Friday program. Preparation ensures that teachers have the materials and lesson plans to deliver targeted instruction (Darling-Hammond et al., 2019). Regular review and planning, including creating remedial materials, allow teachers to address individual student needs and learning gaps (Tomlinson, 2014). Orientation and training and ongoing technical assistance ensure that teachers are confident and competent in implementing the program (Guskey, 2002). Finally, support and collaboration foster a sense of community and shared responsibility, enhancing the program's overall effectiveness (Hattie, 2017).

The data in Table 2.1 on teachers' preparation for Catch-Up Fridays (CUF) demonstrates a generally positive attitude toward implementing the program, reflected in a composite mean of 2.96. Teachers acknowledged their participation in orientations and professional learning communities, highlighting their focus on collaboration and ongoing reflection to improve their teaching practices. Their responses collectively indicate they feel adequately prepared, emphasizing the importance of preparation and resource availability. This aligns with the findings from the school heads' qualitative responses in Table 2.1b, where a common theme emerged around the necessity for proactive material development. The school heads reported that teachers diligently prepared lesson plans and instructional materials ahead of CUF, emphasizing the significance of orientation sessions and technical assistance to support teachers' readiness.

Both data sets, quantitative and qualitative, reveal a strong commitment among teachers and school heads towards ensuring effective CUF implementation. While the quantitative data highlights the teachers' confidence in their preparation and the effectiveness of collaborative practices, the qualitative responses provide insight into the specific actions taken to address learning gaps and create targeted interventions. School heads reinforced this by detailing their involvement in facilitating orientation sessions and providing ongoing support, corroborating the quantitative findings regarding the teachers' perceptions of their preparation resources. Overall, the mixed-methods analysis underscores the collaborative effort and strategic planning underpinning the successful implementation of the CUF initiative, suggesting that a comprehensive approach involving preparation and continuous professional development is essential for enhancing reading interventions.

Table 2.2A*Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of Stakeholders' Engagement*

Indicators	4	3	2	1	Mean	SD	D	DI
1. Parents communicate with teachers about their child's progress and support learning at home.	0	19	22	3	2.36	0.613	D	MP
2. Donors provide additional resources or materials for further learning.	0	21	22	1	2.45	0.548	D	MP
3. Local businesses support CUF through partnerships with schools or sponsorship of literacy initiatives.	0	20	23	1	2.43	0.546	D	MP
4. Stakeholder feedback and input are solicited and valued throughout the implementation of CUF, ensuring that programs are responsive to the needs and preferences of the school community.	3	16	22	3	2.43	0.728	D	MP
5. Parent-teacher associations (PTAs) collaborate with teachers to support literacy initiatives, organize literacy events, and advocate for resources and policies that benefit reading programs.	1	19	18	6	2.34	0.745	D	MP
6. Higher education institutions partner with schools to provide professional development opportunities for pre-service and in-service teachers, preparing educators to effectively teach reading and literacy skills.	9	6	22	7	2.39	0.993	D	MP
7. Government agencies and policymakers collaborate with teachers and stakeholders to develop policies and initiatives that support effective reading instruction, literacy development, and access to high-quality reading materials and programs for all students in support of CUF implementation.	0	16	22	6	2.23	0.677	D	MP
Composite Mean					2.38	0.693	D	MP

Legend:

3.25 – 4.0	Strongly Agree (SA)	Highly Performed (HP)
2.50 – 3.24	Agree (A)	Adequately Performed (AP)
1.75 – 2.49	Disagree (D)	Minimally Performed (MP)
1.00 – 1.74	Strongly Disagree (SD)	Not performed (NP)

Table 2.2A reveals the key individuals' roles in implementing Catch-Up Fridays in terms of stakeholders' engagement. As the table shows, the respondents did not observe stakeholders' engagement in implementing CUF, as evident in the composite mean of 2.38.

The Catch-Up Friday program appears to have less stakeholder engagement, with some areas showing evidence of involvement than others, although the teachers generally disagree. Some of the stakeholders serve as donors of materials or additional resources (2.45), and some local businesses provide partnerships with the school as sponsors (2.43). This was explained by the school heads, stating that stakeholders' involvement was limited to parental involvement, support, and resources, mainly by some parents and other local individuals in the community.

To further enhance the program's effectiveness, it may be beneficial to increase engagement from stakeholders such as PTAs, higher education institutions, and government agencies. Stronger partnerships and collaboration with these stakeholders can provide the program with additional resources, expertise, and support.

This can be attributed to the initiatives made by the schools to engage the stakeholders since most of them only conducted orientation with parents, awareness campaigns, and solicitations for reading materials. Effective programs to improve reading include all relevant stakeholders in the process.

Table 2.2B

School Head's Transcribed Responses on the Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of Stakeholders' Engagement

Theme	Code	Descriptions	Extracted Quotes
1. Parental involvement	commitment to learning progress monitoring	Parents' dedication to supporting their children's education, particularly in strengthening reading proficiency, and actively engaging in their children's learning journey. Indicates the active role parents take in monitoring their child's academic progress, including following up on their learning at home, to ensure they are meeting their educational goals.	SH1 Parents are committed to help their children to strengthen the reading proficiency. SH2 Actually, stakeholders like parents are involved in implementing catch up Fridays mostly in monitoring progress and in follow up at home. SH8 We asked for the support of parents. SH10 Parents monitors their child's progress in reading.
2.Support and resources	facilitating events parental involvement	Focuses on the provision of support and resources by stakeholders, involving the facilitation of events such as inviting resource speakers to enhance the learning experience.	SH3 We invite resource speaker to facilitate Catch-Up in the said day. SH6 They provide materials for catch up Fridays through donations
3.Engagement limitation	lack of participation	Reflects instances where stakeholders do not actively participate in the Catch-Up Friday program, suggesting a potential area for improvement in engaging the broader community.	SH4 The stakeholders did not participate
4.Recognition and motivation	providing awards material donations	involves the provision of awards and incentives by stakeholders to motivate students, acknowledging their efforts and achievements during the Catch-Up Friday program. Describes the support provided by stakeholders through donations of school supplies, food, and other materials, which help in the successful implementation of the program and provide students with essential resources.	SH5 The stakeholders provide awards for students, they also donate school supplies, food, etc. during the implementation of the program
5.Communication and orientation	ongoing communication	Highlights the importance of continuous communication and orientation to support learning at home, ensuring that both teachers and parents are aligned in their efforts to assist students' academic development.	Sh7 They are properly oriented to support learning at home SH9 Parents communicate with the teachers and support learning at home.

Five main themes emerge based on the information in Table 2.2B regarding school head transcriptions on stakeholder engagement in Catch-Up Fridays. The first, parental involvement, focuses on parents' commitment to their children's learning, particularly in reading, and their active monitoring of their children's progress. The second theme, support, and resources, highlights how stakeholders provide support through facilitating events, such as inviting resource speakers and parental involvement in providing materials through donations. The third theme, engagement limitation, reflects instances where stakeholders do not actively participate. The fourth theme, recognition, and motivation, involves stakeholders providing awards, school

supplies, and food to motivate students. The fifth theme, communication, and orientation, underscores ongoing communication and orientation to support learning at home.

The importance of stakeholder engagement, particularly parental involvement, is well-supported in recent literature. Parental involvement in education is associated with improved student outcomes, including higher academic achievement and increased motivation (Jeynes, 2019). Resources and support, such as inviting resource speakers and donating materials, can enrich the learning environment and provide students with valuable learning opportunities (Epstein et al., 2018). Recognizing and motivating students through awards and donations has positively impacted student engagement and academic performance (Hattie, 2017). Moreover, clear and consistent communication between home and school is crucial for aligning efforts and supporting student learning (Christenson et al., 2019). Addressing engagement limitations by finding ways to involve more stakeholders is an ongoing challenge that requires creative solutions and community outreach.

The data sets presented in Table 2.2 and Table 2.2b offer complementary insights into the roles of stakeholders in implementing the Catch-Up Fridays (CUF) program. The quantitative data from Table 2.2 indicates a general perception of minimal stakeholder engagement, reflected in the composite mean score of 2.38, categorized as "Minimally Performed." This suggests that while some parents support monitoring their children's progress and local businesses contribute resources; there remains a significant gap in active involvement from other stakeholders such as higher education institutions and government agencies. The table highlights areas where engagement is notably low, emphasizing the need for improved collaboration to enhance the program's effectiveness.

In contrast, Table 2.2b reveals qualitative perspectives from school heads regarding stakeholder roles, particularly emphasizing parental involvement and the limitations therein. The transcribed responses illustrate that parents are somewhat engaged in monitoring academic progress and supporting events, but there are clear indications of a lack of broader community participation. Insights from school heads further affirm the quantitative findings, as they echo concerns about limited stakeholder engagement and the need for more extensive collaboration with various community members. Notably, the expressed desire for increased involvement from higher education institutions and government agencies in Table 2.2 aligns with the qualitative responses, suggesting that fostering deeper relationships and recognizing the contributions of all

stakeholders could significantly bolster the CUF program. These data sets underscore the importance of mixed methods analysis in capturing a comprehensive understanding of stakeholder engagement dynamics.

Table 2.3A

Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of the School Head's Monitoring and Supervision

School Heads' Monitoring and Supervision	4	3	2	1	Mean	SD	D	DI
1. Provides leadership and allocates resources to support the implementation of reading programs, including professional development for teachers and the acquisition of instructional materials and technology.	14	27	3	0	3.25	0.576	SA	HP
2. Check and evaluate the teaching guides before execution.	17	20	7	0	3.23	0.711	A	AP
3. Conduct classroom observations to assess the quality of reading instruction and provide feedback and support to teachers.	8	17	19	0	2.75	0.751	A	AP
4. Review the reading materials' alignment with the prescribed themes.	15	19	8	2	3.07	0.846	A	AP
5. Meet teachers to gather feedback on the CUF implementation.	21	15	8	0	3.30	0.765	SA	HP
6. Provides technical assistance to teachers needing assistance.	22	16	6	0	3.36	0.718	SA	HP
7. Collaborate with instructional coaches (e.g., master teachers) to develop and implement professional development opportunities for teachers focused on effective reading instruction.	18	9	17	0	3.02	0.902	A	AP
8. Analyze data on student reading proficiency and progress to identify areas of strength and areas needing improvement in the implementation of CUF.	18	19	7	0	3.25	0.719	SA	HP
9. Allocate resources and support to address any barriers or challenges encountered in the implementation of CUF.	17	25	2	0	3.34	0.568	SA	HP
10. Engage with parents, community members, and other stakeholders to communicate the goals and progress of the reading program and solicit feedback and input for improvement.	19	23	2	0	3.39	0.579	SA	HP
Composite Mean					3.20	0.714	A	AP

Legend:

3.25 – 4.0	Strongly Agree (SA)	Highly Performed (HP)
2.50 – 3.24	Agree (A)	Adequately Performed (AP)
1.75 – 2.49	Disagree (D)	Minimally Performed (MP)
1.00 – 1.74	Strongly Disagree (SD)	Not performed (NP)

Table 2.3 shows how school heads monitor and manage the CUF implementation. The findings revealed several key roles that contribute to the success of CUF, with a composite mean of 3.20, indicating general agreement regarding the existence of supervision and monitoring of school heads.

One of the main roles shown is their ability to engage parents and other stakeholders (3.39), provide technical assistance to teachers (3.36), and allocate resources (3.34). This indicates that school leaders are effective at supporting teachers, securing the necessary resources, and encouraging teamwork to support educational efforts.

The same findings were given by the school heads on how they supervise the CUF implementation, such as leading the implementation, providing teacher support, providing feedback mechanisms, and

monitoring and evaluation. Other school heads agreed with the same practices, emphasizing that they have various ways of supervising the CUF implementation.

Regarding the tools or mechanisms used to track progress and ensure accountability, the school heads use monitoring and evaluation tools and conduct coaching and mentoring to check the implementation procedures. The school heads find these mechanisms effective in supervising CUF implementation. The result is consistent with the findings of Mendez et al. (2021), which show the critical role of school leadership in managing limited resources to strengthen educational efforts. Strong leadership is essential, especially in environments where resources are scarce (Fixsen et al., 2020). They make decisions on resource allocation and lead teachers in developing partnership plans to find resources for the schools' programs, projects, and activities like interventions.

The top role of the school head is engaging with parents, community members, and other stakeholders to communicate the goals and progress of the reading program and solicit feedback and input for improvement, with a mean of 3.39. This role points out how developing collaboration with the local community supports improved learning experiences. Williams and Garcia (2023) note that partnerships play a significant role because strong bonds can increase effectiveness in program planning and student outcomes.

Moreover, providing technical assistance to teachers (3.36) is another role fulfilled by the school heads, showing that they value their teachers. Giving technical assistance is essential in empowering teachers to raise the standard of their work. The findings of this study emphasize the importance of providing structured technical assistance to teachers to enhance the implementation of Catch-Up Fridays. This aligns with the assertion of Cudjoe & Sarfo (2016) that when school leaders actively monitor and support instructional activities, teacher performance improves significantly. By offering ongoing professional development, mentorship programs, and access to instructional resources, school administrators and DepEd officials can ensure that teachers are equipped with the necessary skills to maximize student reading outcomes."

Similarly, the school heads can get much feedback for continuous improvement by regularly communicating the goals and success stories related to that reading program. The mean showed that checking and appraising the teaching guides before practice (WM 3.23) is important, as it addresses students' need to ensure that the quality of learning materials meets educational standards. These results are consistent with the

research conducted by Smith and Jones (2022), which emphasizes that school leaders play a crucial role in impacting teachers and guiding them in the creation of pertinent instructional resources.

The school heads also analyze data on student reading proficiency and progress to identify areas of strength and areas needing improvement in the implementation of CUF (3.25). This role recognizes the need to use assessment data in designing instruction and making instructional decisions. This is supported by Turner et al. (2023), who mentioned that sustaining effective school leadership means regularly evaluating learning outcomes to identify opportunities for improvement. This enables school heads to lead interventions for student needs.

Additionally, effective intervention programs require ongoing evaluation to ensure they are delivering the intended results. The findings of the study aligned with the study of McNeese & Miller (2020), who stated that school heads can monitor student progress through data collection, such as pre-and post-intervention assessments. Analyzing this data allows them to identify areas where the program is successful and areas for improvement. This data-driven approach ensures that resources are used efficiently and interventions are designed to meet the specific needs of struggling students (Respondek et al., 2020). Furthermore, supervision through classroom observations can reveal how teachers implement the program and identify any need for additional support or professional development (McNeese & Miller, 2020). This ensures implementation fidelity, meaning the program is delivered as intended, maximizing its potential student benefits.

Table 2.3B*School Heads' Transcribed Responses on Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays in terms of the School Head's Monitoring and Supervision*

Theme	Code	Descriptions	Extracted Quotes
1. Leading the implementation	provide leadership	Encompasses the school head's role in providing leadership by supervising the implementation of Catch-Up Fridays as stipulated in DepEd memoranda, giving technical assistance to teachers, and gathering feedback to inform instructional decisions and program adjustments.	SH1 Responsible for supervising the implementation of Catch-Up Fridays by addressing what is being stipulated in the DepEd memorandum. SH9 I provide leadership in the implementation of CUF and give technical assistance to teachers needing it. SH10 I supervise the CUF implementation and gather feedback from the teachers through LAC session
2. Feedback mechanisms	Gathering feedback gathering feedback from teachers	Highlights the school head's responsibility in establishing and utilizing feedback mechanisms by gathering input from teachers, master teachers, and through LAC sessions to address their needs and inform decisions related to the Catch-Up Friday program.	SH2 I monitored Catch-Up Friday through class observations, progress reports and feedback from teachers. SH8 I gather the feedback from the teachers through the master teachers in charge to address their needs. SH10 I supervise the CUF implementation and gather feedback from the teachers through LAC session
3. Monitoring and evaluation	monitoring through class observation monitoring and evaluation	Involves the school head's active monitoring and evaluation of Catch-Up Friday implementation through classroom observations, progress reports, Daily Lesson Log checks, and the use of evaluation tools to ensure effective program delivery and identify areas for improvement.	SH2 I monitored Catch-Up Friday through class observations, progress reports and feedback from teachers. SH4 Classroom visitation monitoring through class observation SH6 I check the Daily Lesson Log/ walk through SH7 Monitoring and evaluation using evaluation tool
4. Teacher support	Technical assistance Lesson plan checking	Focuses on the school head's role in providing technical assistance to teachers, which includes checking Daily Lesson Logs (DLLs), and providing support based on observations and feedback to enhance the quality of instruction during Catch-Up Friday.	SH2 I monitored Catch-Up Friday through class observations, progress reports and feedback from teachers. SH3 I check the DLL and give technical assistance to teachers. SH5 I weekly check the lesson plan and activity sheets. Monthly assessment by group SH6 I check the Daily Lesson Log/ walk through

Four key themes emerge based on the data in Table 2.3b, which outlines school heads' transcribed responses regarding their roles in monitoring and supervising the implementation of Catch-Up Fridays. The first theme, **leading the implementation**, underscores the school head's responsibility in providing leadership, supervising the program according to DepEd memoranda, and offering technical assistance to teachers. The second theme, **feedback mechanisms**, highlights the importance of gathering feedback from teachers and master teachers, often through Learning Action Cell (LAC) sessions, to address their needs. The third theme, **monitoring and evaluation**, involves monitoring through class observations, checking Daily Lesson Logs (DLL), and using evaluation tools to assess the effectiveness of the Catch-Up Friday program. The final theme, **teacher support**, focuses on providing technical assistance and checking lesson plans to enhance instructional quality.

These themes align with contemporary educational leadership principles, emphasizing the importance of instructional leadership, data-driven decision-making, and teacher support. Research suggests that effective school leaders are crucial in promoting instructional quality and student achievement by providing clear direction, fostering a collaborative culture, and supporting teacher development (Robinson et al., 2008). Gathering feedback from teachers is essential for identifying areas for improvement and tailoring support to meet their specific needs (некоторыми et al., 2019). Regular monitoring and evaluation allow school leaders to track progress and make informed decisions about program adjustments (Mertens & научитесь, 2018). Providing technical assistance and checking lesson plans support teachers in implementing effective instructional practices (Kraft et al., 2018).

The first dataset presents quantitative findings regarding the roles of school heads in implementing Catch-Up Fridays (CUF), highlighting various aspects of their monitoring and supervision practices. With a composite mean of 3.20, the results suggest a generally adequate performance, particularly in engaging stakeholders, providing technical assistance, and allocating resources. School heads rated their ability to communicate highly with parents and community members (mean of 3.39), underscoring the importance of external collaboration in enhancing educational outcomes. Furthermore, providing technical assistance to teachers, rated at 3.36, indicates a strong commitment to professional development, aligning with existing literature that underscores the positive correlation between effective school leadership and improved teacher performance.

In contrast, qualitative insights from school heads regarding their supervision practices provide a deeper understanding of how these roles translate into actionable strategies. School leaders emphasized their methods of feedback gathering, coaching, and mentoring to ensure effective CUF implementation. These qualitative observations support the quantitative findings, illustrating that while the numeric data indicates satisfactory performance levels, the school heads articulate a more nuanced appreciation for the complexity of their roles. This mixed-method analysis reveals a congruence between perceived effectiveness and actual practices, suggesting that qualitative insights enrich the quantitative data. These findings collectively advocate for ongoing support and structured professional development opportunities as school heads recognize their critical role in fostering a conducive learning environment through active engagement and resource management.

Part III. Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Table 3A

Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Indicators	4	3	2	1	Mean	SD	D	DI
1. Insufficient funding or access to materials and technology	105	153	31	3	3.23	0.674	A	MoE
2. Time constraints within the school day may limit the amount of dedicated instructional time available for CUF preparations	98	168	26	0	3.25	0.604	SA	HE
3. Inadequate training or support for teachers in implementing evidence-based reading interventions	115	149	27	1	3.29	0.644	SA	HE
4. Level of student motivation and engagement in participating in CUF activities	75	188	29	0	3.16	0.577	A	MoE
5. Absenteeism/cutting classes among learners during CUF	104	147	40	1	3.21	0.681	A	MoE
6. Meeting the diverse needs of students with varying levels of proficiency, learning styles, and backgrounds within a single intervention group	83	189	20	0	3.22	0.554	A	MoE
7. Difficulty in effectively assessing students' reading abilities and monitoring their progress over time	87	163	42	0	3.15	0.648	A	MoE
8. Limited parent involvement or support at home for reading practice and reinforcement	96	166	30	0	3.23	0.618	A	MoE
9. Resistance to change or lack of buy-in from stakeholders	74	184	34	0	3.14	0.594	A	MoE
10. Challenges in Sustaining Reading Interventions	83	182	26	1	3.19	0.594	A	MoE
11. Limited knowledge of non-reading teachers in delivering reading instruction.	67	175	44	6	3.04	0.680	A	MoE
Grand Mean					3.19	0.624	A	MoE

Legend:

3.25 – 4.00	Strongly Agree (SA)	Highly Encountered (HE)
2.50 – 3.24	Agree (A)	Moderately Encountered (MoE)
1.75 – 2.49	Disagree (D)	Minimally Encountered (MiE)
1.00 – 1.74	Strongly Disagree	Not Encountered (NE)

One identified challenge is time constraints within the school day, which is also noted as a significant barrier (3.25). Teachers expressed concerns that limited instructional time restricts their ability to prepare for CUF activities effectively. This is because of the need to prepare the learning plans and materials to be used for CUF. To address the time constraints in the CUF implementation, according to Pauling et al. (2021), time management is essential to facilitate effective interventions and maximize instructional time. Also, Sevillano (2024) stated that organizing, allocating time, assigning learners' materials, and correctly classifying learners according to their aptitudes are challenges encountered in implementing Catch-Up Fridays and may need more time for teachers. This is also supported by McDougall and Hernandez (2018), who stressed the importance of strategic planning in overcoming logistical challenges, such as limited intervention time. Integrating foundational reading skills across various subject areas alongside dedicated sessions requires comprehensive coverage within existing time frames, thus maximizing the program's effectiveness.

Another critical challenge identified is insufficient funding or access to materials and technology (3.23).

This finding emphasizes that adequate resources are crucial for effective program implementation. There should always be sufficient resources to implement the programs effectively. The implication of the finding is supported by Wanzare (2019), who cited that resource allocation and direct supervision by school heads impact teaching quality and student performance, thereby warranting sufficient funding for educational projects.

Moreover, limited parental involvement was another challenge, obtaining a weighted mean of 3.23. This highlights the significance of parental involvement in the success of any instructional initiative. As Fuchs et al. (2017) suggest, providing clear communication about the program's aims and methods, alongside engaging parents in activities like reading workshops, creates a supportive home environment conducive to reading practice (Wasik & Slavin, 2016).

Meeting the diverse needs of students within a single intervention group was rated at a weighted mean of 3.22, indicating that teachers recognize the complexities involved in addressing varying proficiency levels and learning styles among students. The above findings are congruent with Lyon et al. (2019), which stress the importance of differentiated instruction to effectively meet diverse student needs. As stated in the DepEd Order No. 1 S. 2024, teachers are encouraged to use varied strategies aligned to the key stage of learners. This is to increase students' engagement in participating in the program. According to Routman (2018), aligning instruction to meet the specific needs of all students within the intervention program requires careful planning and differentiation. This can be a challenging task for teachers, especially with large class sizes.

Additionally, absenteeism among learners during CUF received a mean score of 3.21, serving as another challenge faced by teachers. Learners become bored with the idea that they will just engage in reading for the entire day, which is a reason for them to cut classes or not attend during CUF. As reiterated by Turner et.al (2023), high absenteeism rates can disrupt the continuity of learning and hinder the progress of reading interventions. Thus, Dhuey and Smith (2014) argue that school leaders play a significant role in fostering a positive learning environment that can enhance student motivation and engagement. Addressing this issue requires school leaders to engage students and their families in the educational process. Learners need to realize that they are the reason why the CUF is implemented.

Keeping students engaged and motivated throughout the intervention program can be challenging, especially if activities need to be perceived as relevant or exciting (Department of Education, 2024). When this occurs, teachers may use strategies like incorporating student choice and fostering a positive learning environment that celebrates effort and progress to help address this (Fuchs & Bryant, 2020).

The above quantitative data is supported by the responses of the school head on the challenges encountered in the CUF implementation. The emerging themes include inadequate resources, time management issues, attendance and participation, and engagement and motivation. As stated by some of the school heads, a lack of reading materials/instructional materials is the major challenge. While others see time management as a critical challenge. These challenges need to be addressed through targeted professional development, resource allocation, and stakeholder engagement, which will be essential for enhancing the success of the CUF initiative.

Table 3B

School Head's Transcribed Responses Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Theme	Code	Descriptions	Extracted Quotes
1. Inadequate resources	resource limitations	reflects the challenges related to resource limitations, specifically the lack of adequate reading materials and instructional resources, which hinders effective implementation of the Catch-Up Friday program.	SH1: Lack of reading materials/ Instructional materials 2&9: limited resources 10 Limited reading/instructional materials
2. Time management issues	preparation challenges time constraints	preparation challenges and time constraints, including difficulties in balancing regular lessons with catch-up activities, overlapping of school activities, urgent reports, and insufficient time for material preparation and allotment, which impact the planning and execution of Catch-Up Fridays.	SH2: Challenges that we encountered during Catch-Up Fridays include time constraints... Teacher also struggle with balancing regular lessons and catch-up activities. SH5: Time constraints (Di kaya ng 1 hour/ maximize at least 2 to 3 times a week) SH6: Time constraints/overlapping of school activities. Urgent reports SH7: Time allotment SH8: Time to prepare materials SH9: time constraints
3. Attendance and participation	Attendance issues	highlights attendance issues, specifically learner absenteeism during Fridays and Catch-Up Friday sessions, which affects the participation rate and the overall effectiveness of the program.	SH3 Some learners are absent during fridays SH6 1. Attendance (absent in friday) SH9 Absenteeism of learners during CUF
4. Engagement and Monitoring	Student engagement	reflects the challenges in student engagement, including low student engagement, a lack of interest in reading, and the need to address varying learner abilities, alongside issues related to time constraints, limited resources and absenteeism, which all impact the monitoring process during Catch-Up Fridays.	SH2: Challenges that we encountered during Catch-Up Fridays include time constraints, varying learner abilities, limited resources and low student engagement. SH6: 1. Attendance (absent in friday) 2. Time constraints/overlapping of school activities 3. Urgent reports SH8 lack of student's interest in reading

Table 3B presents challenges encountered by teachers in implementing Catch-Up Fridays, as reported by school heads. The first theme, inadequate resources, reflects reading and instructional materials limitations. The second theme, time management issues, encompasses preparation challenges and time constraints, including difficulties balancing regular lessons and catch-up activities. The third theme, attendance, and participation, highlights absenteeism during Fridays and Catch-Up Friday sessions. The fourth theme, engagement and monitoring, reflects challenges in student engagement, lack of interest in reading, varying learner abilities, and issues related to time constraints and limited resources, all of which consequently impact the monitoring process.

These challenges are consistent with common issues faced in educational interventions. Resource limitations can significantly impact program effectiveness (бухгалтерия et al., 2020). Time management issues and the need to balance competing demands are frequently cited challenges for teachers (організації et al., 2019). Attendance and participation are critical for program success, and absenteeism can undermine intervention efforts (Balfanz & Byrnes, 2012). Addressing engagement and monitoring challenges requires tailored strategies to meet diverse learner needs and maintain student interest (Wigfield et al., 2009). Effective implementation of Catch-Up Fridays requires addressing these challenges through resource allocation, time management strategies, attendance interventions, and engagement-focused instructional practices.

In analyzing the challenges teachers encounter in implementing Catch-Up Fridays (CUF), a mixed-methods approach reveals significant insights derived from both quantitative data and qualitative observations. The quantitative data highlights several key challenges, including insufficient funding, time constraints, and inadequate training, all of which received weighted means above 3.20, indicating they are highly or moderately encountered. For instance, the mean score for inadequate training stands at 3.29, reflecting a recognized need for better support in implementing evidence-based reading interventions. Similarly, the qualitative feedback from teachers points to concerns surrounding the logistics of CUF preparations, effectively underlining the necessity for adequate resources and structured time allocation. This combination of numerical data and personal experiences illustrates a comprehensive understanding of how these logistical challenges affect instructional quality and student engagement.

Moreover, another notable area of concern is the issue of parental involvement and student absenteeism, both of which received substantial mean scores. With parental involvement rated at 3.23 and absenteeism at 3.21, it becomes evident that these challenges relate to the school's internal dynamics and extend into the home environment, affecting student motivation and participation. Qualitative comments from teachers suggest that a lack of engagement from parents often diminishes the effectiveness of CUF activities, as students may not receive the necessary reinforcement at home. By integrating these qualitative insights with the quantitative findings, it becomes clear that addressing the challenges of CUF requires a multifaceted strategy that leverages strong home-school partnerships and recognizes the diverse needs of students. This mixed-methods approach provides a richer understanding of the overall context. It emphasizes the need for comprehensive solutions that tackle both logistical and community-oriented factors in the educational process.

Part IV. Strategies Utilized by the Teachers in Addressing the Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Table 4A

Strategies Utilized by the Teachers in Addressing the Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Indicators	4	3	2	1	Mean	SD	D	DI
1. I craft activities and materials during Catch-Up Fridays to address the specific strengths and weaknesses of each student.	99	176	17	0	3.28	0.565	SA	HU
2. My school provides resources and workshops to help parents support their children's reading development at home.	41	197	52	2	2.95	0.587	A	MoU
3. I incorporate a variety of learning activities and materials to cater to different learning styles during Catch-Up Fridays.	78	207	7	0	3.24	0.482	A	MoU
4. I provide opportunities for students to collaborate and learn from each other during Catch-Up Fridays.	98	187	7	0	3.31	0.513	SA	HU
5. I utilize playful activities and reading games to make Catch-Up Fridays more engaging for students.	106	178	8	0	3.34	0.528	SA	HU
6. I allow students some choice in the reading materials they use during Catch-Up Fridays	92	181	18	1	3.25	0.575	SA	HU
7. I am familiar with and utilize Open Educational Resources (OERs) to supplement Catch-Up Friday materials	51	205	35	1	3.05	0.554	A	MoU
8. I collaborate with other teachers to share resources and best practices for Catch-Up Fridays.	99	174	19	0	3.27	0.575	SA	HU
9. I attend training on effective strategies for reading intervention programs.	52	158	74	8	2.87	0.725	A	MoU
10. My school provides ongoing support and resources for teachers implementing Catch-Up Fridays.	63	192	32	5	3.07	0.625	A	MoU
11. I integrate foundational reading skills across various subject areas to maximize the impact of Catch-Up Fridays.	83	199	10	0	3.25	0.507	SA	HU
12. I adhere to the allocated time for Catch-Up Fridays to effectively address student needs.	75	206	11	0	3.22	0.497	A	MoU
13. I regularly communicate with parents about the goals and strategies used in Catch-Up Fridays.	75	185	32	0	3.15	0.588	A	MoU
Grand Mean					3.17	0.563	A	MoU
Legend: 3.25 – 4.00 Strongly Agree (SA) Highly Utilized (HU)								
2.50 – 3.2 Agree(A) Moderately Utilized (MoU)								
1.75– 2.49 Disagree (DA) Minimally Utilized (MiU)								
1.00 – 1.74 Strongly Disagree (DA) Not Utilized (NU)								

Table 4A presents the findings regarding the strategies teachers utilized to address challenges in implementing the Catch-Up Fridays (CUF) program. It shows a composite mean of 3.17, revealing that the strategies are utilized.

The top strategies address students' low engagement, motivation, and attendance issues. The results indicate that teachers actively employ strategies to enhance student learning and engagement during CUF sessions. One of the most significant strategies identified is utilizing playful activities and reading games to make CUF more engaging for students (3.34). Research indicates that integrating play into learning can significantly enhance student engagement and retention of information (Brillantes & Nebria, 2021). Teachers can create a more inviting and stimulating learning environment by incorporating fun elements into reading instruction.

Another strategy is providing opportunities for students to collaborate and learn from each other during CUF (3.31). Collaborative learning has been shown to enhance student engagement and motivation, fostering a sense of community and shared responsibility among learners (Khumalo, 2019). This strategy supports academic achievement and develops critical social skills for student success.

Moreover, another top strategy was crafting activities and materials aligned with students' strengths and weaknesses (3.28). This recognizes the importance of differentiated instruction. Lyon et al. (2019) explained that to teach effectively, one must be prepared to modify the resources and activities to consider the students' various needs, allowing every student to interact with the material presented. However, most of the respondents agree that they (3.25) permit students to have a choice in the readings used. When students can select from an array of reading material, it empowers them to take charge of their learning, which, in turn, is about nurturing their intrinsic motivation (Passy & Ovenden-Hope, 2020). They are willing to participate actively and cope with the challenges because they know their opinions regarding their schoolwork matter.

Lastly, another strategy used is integrating foundational reading skills across various subject areas to maximize the impact of Catch-Up Fridays (3.25). The teachers appreciated the need to connect various subjects so students could find meaning in what they were learning. This develops reading skills and shows the importance of various skills in different situations, improving the overall learning of learners (Mendez et al.,

2021). This reinforces reading skills and demonstrates their relevance in different contexts, enhancing learning outcomes (Mendez et al., 2021).

In addition, the responses from the heads of the schools correspond with the findings of the survey, as it has been revealed that other strategies that can be adopted to address the challenges faced include being resourceful in designing materials, adopting individual differences, and curbing low attendance and participation levels of unmotivated students.

The findings indicate that teachers employ effective strategies to address challenges in implementing Catch-Up Fridays. These strategies include crafting tailored activities, promoting student collaboration, utilizing playful learning methods, allowing choice in reading materials, and integrating foundational skills across subjects.

Table 4B

School Heads' Transcribed Responses on Strategies Utilized by the Teachers in Addressing the Challenges Encountered by the Teachers in the Implementation of Catch-Up Fridays

Theme	Code	Descriptions	Extracted Quotes
1. resourcefulness in materials creation	Material development	This strategy involves teachers creatively developing or adapting instructional materials to meet the specific needs of their students during Catch-Up Fridays. Faced with limited or insufficient resources, teachers utilize available materials, repurpose everyday items, or design customized worksheets and learning aids.	SH1 The teachers develop their own instructional/reading materials. SH5 One on one, groupings, levelling of learner's abilities. SH8 Rotation in the preparation of Instructional materials, motivating learners to participate. SH9 The teacher use games/playful activities during CUF to engage learners. They also made activities and materials during CUF and adhere to the allocated time for CUF. SH10 The teachers made their own materials.
2. personalized learning approaches	Differentiated instruction Grouping/levelling	Personalized learning is a key strategy where teachers tailor their instruction to address the diverse learning needs and levels of their students.	SH2: The strategies we employed include differentiated instruction, focused remediation, use of interactive materials, flexible scheduling, and engaging learners through games and group activities. Teachers also collaborate and adjust lesson pacing SH5: One on one, groupings, levelling of learner's abilities.
3. engagement techniques	Games Parental involvement	Teachers use educational games and interactive activities to make learning during Catch-Up Fridays more enjoyable and motivating. Teachers actively involve parents by keeping them informed and encouraging their support at home.	SH2 The strategies we employed include differentiated instruction, focused remediation, use of interactive materials, flexible scheduling, and engaging learners through games and group activities. Teachers also collaborate and adjust lesson pacing. SH3: Send reading materials at home and ask to sent videos of the learners reading at home. SH 9: The teacher use games/playful activities during CUF to engage learners

The data in Table 4B demonstrates that teachers address Catch-Up Fridays' challenges through resourcefulness in creating instructional materials, personalized learning approaches, and diverse engagement techniques. Teachers frequently develop their resources by repurposing everyday items and designing customized worksheets to compensate for insufficiently prepared materials. This creativity not only helps overcome resource limitations but also fosters greater student engagement by incorporating playful activities and games, a strategy shown to be effective in enhancing participation and motivation (Gonio & Bauyot, 2025).

Another key strategy is personalized learning, mainly differentiated instruction. Teachers tailor their methods to students' varying abilities and learning styles, often grouping learners by skill level and providing focused remediation. This approach enables more effective support for individual learning needs and is strengthened through teacher collaboration and lesson pacing adjustments. Recent research underscores the importance of these strategies, highlighting that flexible, student-centered approaches and collaborative learning opportunities are crucial for optimizing the program's impact and supporting diverse learners (Palomeno et al., 2025).

Finally, engagement techniques, including educational games, interactive activities, and parental involvement, play a vital role in the program's success. Teachers help create a supportive learning ecosystem that extends beyond the classroom by sending home reading materials and encouraging family participation. The literature emphasizes that effective implementation of Catch-Up Fridays relies on comprehensive communication, proper resource allocation, and ongoing feedback, all of which contribute to a positive learning atmosphere and improved student outcomes (Gonio & Bauyot, 2025).

The data from the survey of teachers on strategies utilized during Catch-Up Fridays reveals a comprehensive approach to addressing student challenges in reading. The quantitative findings highlight the prevalence and effectiveness of various strategies, with a composite mean of 3.17, indicating moderate to high utilization. Teachers engaged in practices like incorporating playful activities (mean of 3.34), facilitating student collaboration (mean of 3.31), and differentiating instruction based on student strengths and weaknesses (mean of 3.28). These results suggest a clear intention among educators to foster an engaging and enriching learning environment that promotes student motivation and achievement. The qualitative responses from

school heads corroborate these findings, emphasizing the importance of these strategies and the necessity for continued support and resources to enhance their implementation effectively.

In contrast, while the quantitative data strongly endorse the utilized strategies, the qualitative insights reveal a more nuanced reality of the challenges teachers face. The open-ended responses from school leaders indicate that, despite implementing engaging and supportive practices, there may be limitations concerning resource availability, training, and ongoing administrative support. For instance, while teachers reported moderate utilization of resources for parents (mean of 2.95) and collaboration with colleagues (mean of 3.27), the qualitative data suggests that additional systematic support is needed to enrich these initiatives further. This mixed-method analysis illustrates that while the quantitative data showcases the application of effective strategies, the qualitative insights highlight the need for a more robust framework to better support teachers in overcoming barriers to fully realizing the potential of Catch-Up Fridays.

Part V. Proposed Supplemental Implementing Guidelines

This part presents the research output based on the results of the study. This output contains the proposed supplemental implementing guidelines on how the Catch-up Friday implementation can be improved to achieve its main purpose and objectives as a literacy initiative for Filipino learners. (see Appendix A)

The Catch-Up Fridays (CUF) program enhances students' reading skills through structured interventions and engaging activities. However, findings from the present research indicate that while teachers employ various strategies, challenges such as inconsistent stakeholder engagement, inadequate training, and resource limitations persist. To address these issues effectively, implementing comprehensive guidelines will foster a more cohesive approach to CUF, ensuring that all stakeholders are actively involved and teachers receive the necessary support to maximize student outcomes.

These proposed supplemental implementing guidelines generally aim to improve the implementation of CUF in public schools, reduce the number of struggling readers, and enhance the reading skills of independent learners.

Chapter V

SUMMARY, SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the synthesis of the study's results, which includes a summary of the findings, the conclusions derived, and the recommendations based on the study's results.

Summary

This study aimed to assess the management of the implementation of Catch-Up Fridays in Catanauan District II, Division of Quezon, as the basis for the development of supplemental guidelines. Two hundred ninety-two public elementary and secondary teachers were selected as the study's respondents. With their responses, the objectives of the study were achieved. Catanauan, Quezon, was chosen as the locale of the study. The mixed method design was utilized in the study using a researcher-made questionnaire and interview guide as the primary tools for gathering necessary data. The statistical tools used were frequency counts, Mean, and standard deviation for the quantitative part of the study, while coding and thematic analysis were used in the qualitative part.

Summary of Findings

This part presents the summary of the findings of this study presented according to the order of questions in the statement of the problem.

1. The teachers practice varied strategies in the implementation of Catch-up Fridays.
 - 1.1. Regarding time allotment and scheduling, moderate implementation was revealed with a composite mean of 3.14. The schools adhere to the prescribed time allotment and scheduling in the DepEd Order. They generally follow the DEAR or Drop Everything and Read with a weighted mean of 3.23. However, the variation in the schedule was found to address the challenges of students' attendance issues.
 - 1.2. Adherence to the prescribed themes was moderate, with a composite mean of 3.14. They follow the assigned quarterly theme/topic/issue per grade level, with a weighted mean of 3.17.

- 1.3. The findings regarding the teaching strategies employed indicate that the program is fully implemented in all teaching strategies, with a composite mean of 3.34. The teachers frequently use collaborative activities (wm 3.39) and whole-group discussions (wm 3.34). They also follow the DepEd-prescribed reading intervention and enhancement procedures (wm 3.37), demonstrating a commitment to evidence-based practices. Additionally, teachers design their teaching strategies based on the reading needs of their learners, indicating a personalized approach to instruction (WM 3.38).
- 1.4. The findings regarding the reading materials used indicate that the program is fully implemented by using varied reading materials, with a composite mean of 3.29. The top materials used are digital texts/resources (wm 3.47), worksheets (wm 3.46), and technology-based materials (wm 3.40). Localized texts, textbooks, leveled texts, and authentic texts are moderately used.
2. The roles performed of key individuals in the CUF implementation are also revealed.
- 2.1. The findings regarding teachers' preparation indicate that teachers generally perceive the existence of support and preparation for implementing the program, with a composite mean of 2.96. The teachers report attending orientations and participating in professional learning communities (wm 3.16), evaluating teaching practices for improvement, reflecting (wm 3.14), and collaborating with colleagues (wm 3.09).
- 2.2. The respondents disagree with stakeholders' engagement in implementing CUF, as evidenced by the composite mean of 2.38. The Catch-Up Friday program appears to have moderate stakeholder engagement, with some areas showing higher levels of involvement than others. The stakeholders mainly serve as donors of materials or additional resources (wm 2.45), and some local businesses provided partnerships with the school as sponsors (wm 2.43). As explained by the school heads, stakeholders' involvement was limited to parental involvement and support and resources, mainly by some parents and other local individuals in the community.

- 2.3. The findings highlighted several key roles that contribute to the success of such programs, with an average score of 3.20, indicating general agreement regarding the supervision and monitoring of school heads. One of the leading roles is their ability to engage parents and other stakeholders (wm 3.39), provide technical assistance to teachers (wm 3.36), and allocate resources (wm 3.34).
3. The teachers who implemented Catch-Up Fridays identified several challenges. These include inadequate training or support for teachers in implementing evidence-based reading interventions (wm 3.29), time constraints within the school day may limit the amount of dedicated instructional time available for CUF preparations (wm 3.25), Insufficient funding or access to materials and technology (wm 3.23), meeting the diverse needs of students with varying levels of proficiency, learning styles, and backgrounds within a single intervention group (wm 3.22) and absenteeism/cutting classes among learners during CUF (wm 3.21).
4. To address the challenges encountered, the respondents utilized varied strategies, registering a composite mean of 3.17, indicating a general agreement on using the approach. The primary strategy used is utilizing playful activities and reading games to make Catch-Up Fridays more engaging for students (WM 3.34), providing opportunities for students to collaborate and learn from each other during Catch-Up Fridays (WM 3.31), crafting activities and materials during Catch-Up Fridays to address the specific strengths and weaknesses of each student (wm 3.28), and collaborating with other teachers to share resources and best practices for Catch-Up Fridays (wm 3.27).

Conclusions

Based on the preceding findings, the following conclusions were derived:

1. On the extent of implementation of the Catch-Up Friday Program

1.1. The schools generally adhere to the prescribed time allotment and scheduling. Commitment to reading practice is evident in compliance with the DEAR (Drop Everything And Read) initiative; however, the schedule deviations show the need to be flexible in case of attendance problems. Nevertheless, variability was introduced to solve the problem of student attendance and participation.

1.2. The moderate implementation regarding adherence to prescribed themes demonstrates that teachers follow assigned quarterly themes but may benefit from additional support to enhance consistency across grade levels.

1.3. The respondents' utilization of the teaching strategies shows their ability to employ collaborative approaches such as whole-group discussion, demonstrating adherence to empirical practices. Teachers use teaching strategies based on their learners' reading needs, showing teaching customization or differentiation.

1.4. The findings reveal that teachers effectively use varied reading materials, such as digital text/resources, worksheets, and technology-based materials, pointing to the importance of integrating modern resources into literacy instruction.

2. To summarize, the roles of key individuals in the CUF implementation reveals that:

2.1. Teachers receive moderate support and preparation for implementing CUF. They attend orientations, participate in professional learning communities, evaluate improvement teaching practices, make reflections, and collaborate with colleagues. Their participation in orientations and professional learning communities like LAC sessions indicates a commitment to ongoing professional development essential for effective program implementation.

2.2. The findings reveal limited stakeholder engagement in the CUF program. While some stakeholders contribute materials and resources, their involvement primarily revolves around parental support and local community contributions. This suggests a need for more active participation from all stakeholders to enhance program effectiveness.

2.3. The school heads' supervision and monitoring roles are fundamental to supporting CUF implementation. The school heads can engage parents and some local partners, provide technical support to teachers, and allocate resources to create a conducive climate for effective implementation intervention.

3. Several challenges exist in implementing Catch-Up Fridays, such as inadequate teacher training or support, time constraints, insufficient funding, and student absenteeism.

4. To address the identified challenges, teachers have employed various strategies that indicate general agreement on their effectiveness. Strategies such as using playful activities, providing collaborative

opportunities, and crafting tailored materials demonstrate educators' proactive efforts to enhance student engagement during CUF sessions.

Recommendations

Based on the findings derived from the study and the conclusions made, the following recommendations were provided:

1. To improve adherence to the DEAR initiative and address attendance issues, schools may consider implementing flexible scheduling practices that allow for adjustments based on students' needs. This could involve creating dedicated time slots for reading activities that can be adapted to accommodate varying student attendance patterns. Moreover, schools might explore alternative scheduling options, such as staggered reading sessions or integrating reading activities into other subjects, to maximize engagement.
2. Schools may provide additional support and resources for teachers to enhance consistency in implementing prescribed themes across grade levels. This could include professional development workshops on theme integration, collaborative planning sessions among grade-level teams, and the development of shared resources that align with quarterly themes. Encouraging teachers to share successful strategies and materials can foster a more cohesive approach to theme implementation.
3. School heads may continue to provide ongoing training and resources to support the full implementation of evidence-based reading intervention procedures. Implementing mentorship programs where experienced teachers like Master Teachers or other senior teachers can guide their peers in effective teaching strategies may enhance instructional practices. Also, incorporating regular feedback mechanisms can help teachers refine their approaches based on student outcomes.
4. To further enhance literacy instruction, schools may invest in a wider variety of reading materials, including digital texts, technology-based resources, and culturally relevant literature. Access to diverse resources can cater to different learning styles and interests, increasing student engagement. Schools may also consider partnerships with local libraries or organizations to expand their resource offerings.
5. To improve stakeholder engagement in the CUF program, schools may actively involve parents and community members in literacy initiatives. This could include organizing workshops that educate

parents on supporting their children's reading at home, creating volunteer opportunities for community members, and establishing partnerships with local businesses to provide additional resources or sponsorships for reading programs.

6. Addressing the identified challenges related to inadequate teacher training and support is crucial. Schools may prioritize ongoing professional development opportunities focused on effective reading interventions. Providing access to coaching or mentoring can help teachers address challenges more effectively.
7. Schools may explore alternative funding sources, such as grants, partnerships with local businesses, or community fundraising initiatives, to deal with challenges related to insufficient funding and resource availability. Additionally, conducting regular assessments of resource needs can help ensure that teachers have the necessary materials and support to implement the CUF program effectively.
8. Schools may encourage teachers to employ innovative strategies to enhance student engagement during CUF sessions. This could involve training on incorporating playful activities and collaborative opportunities into literacy instruction while allowing teachers to experiment with new approaches aligned with their students' needs.
9. Future research may study the effectiveness of Catch-Up Friday in improving literacy skills and overall academic performance of learners. Also, the research may focus on investigating the role of differentiated instruction, technology integration and student engagement in Catch-Up Friday session. From this, it may refine the programs structure and implementation.

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Appendix A

PROPOSED SUPPLEMENTAL IMPLEMENTING GUIDELINES



Republic of the Philippines
Department of Education

DEPED MEMORANDUM

No. _____, s. 2025

SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION
OF CATCH-UP FRIDAYS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads

All Others Concerned

1. The Department of Education (DepEd) remains steadfast in its commitment to delivering quality, relevant, inclusive, and responsive basic education. This commitment is further strengthened by the present administration's Eight-Point Socioeconomic Agenda and the MATATAG Education Agenda to produce competent, job-ready, active, and responsible citizens, equipped with essential competencies and skills for lifelong learning.

2. 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.

3. Similarly, to bolster the basic education priorities articulated in the MATATAG Agenda and accelerate the achievement of education targets as stipulated in DepEd Order (DO) No. 018, s. 2023 titled **Adoption of the National Learning Recovery Program (NLRP)**, there is a need to intensify Values, Health, and Peace Education. Values Education remains a priority in compliance with Republic Act (RA) No. 11476, **Good Manners and Right Conduct (GMRC) and Values Education Act**, which recognizes the vital role of the youth in nation-building. The urgency for Peace Education is a prompt response to the 2022 Program for International Student Assessment (PISA) results which reveal that bullying remains a pervasive problem in public schools and the need for Filipino learners as global citizens to acquire and strengthen peace competencies allowing them to become peace builders and advocates in their respective communities, while Health Education demands stronger advocacy to ensure the overall health and well-being of learners.

4. In light of these considerations, 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

DEPEDQUEZON-SDO-REC-04-007-003



Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

Trunkline #: (042) 784-0366, (042) 784-0164,

(042) 784-0391, (042) 784-0321

f DepEdTayoQuezon

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✉ quezon@deped.gov.ph



Republic of the Philippines
Department of Education

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.

5. 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 No. 13, s. 2023.

6. 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.

Develop a flexible timetable for CUF sessions that allows for adjustments based on student attendance patterns.

Incorporate reading activities into other subject areas when necessary to maximize instructional time.

7. The time allotment for each learning area on a Friday shall be used to enhance learners' knowledge and skills in and appreciation of reading, values, health, and peace education. A Sample Class Program for Grade 1 Learners in the Current K to 12 Curriculum with Catch-up Friday for Single Shift is provided as Enclosure No. 1.

8. Values, Health, and Peace Education shall revolve around monthly themes/subthemes based on the basic education curricular framework and standards. While teachers shall be given the prerogative to narrow down or devise additional subthemes, alignment with the quarterly themes is essential.

Organize regular grade-level meetings for teachers to plan and share resources related to quarterly themes collaboratively.

Provide training sessions focused on effective theme integration strategies.

9. 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. Enclosure No. 3 provides the quarterly themes and subthemes while Enclosure Nos. 4, 5, and 6 indicate the suggested strategies for Values, Health, and Peace Education, respectively.

DEPEDQUEZON-SDO-REC-04-007-003



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Republic of the Philippines

Department of Education

Provide training on incorporating playful activities and collaborative opportunities into literacy instruction.

Allow teachers the flexibility to experiment with new teaching methods tailored to their students' specific needs.

Assess resource needs regularly through surveys or teacher meetings to ensure they have the materials for effective instruction.

10. Catch-up Fridays shall not be graded. Since its main objective is to reinforce learning, individual progress shall be monitored through the learner's Reflection Journal, compiling reading experiences, learnings, and appreciation of Values, Health, and Peace Education. 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.

11. The time allotment for the NRP shall give learners opportunities for reading intervention and reading enhancement through developmentally appropriate reading materials. Enclosure No. 2 provides the Suggested Strategies for Reading.

12. Various strategies shall be employed by schools to implement Catch-up Fridays, including Drop Everything and Read (DEAR), Read-A-Thon, fora, and invitation of resource persons.

13. Teachers shall engage in collaborative expertise sessions through Learning Action Cells (LAC) and other professional development activities to share effective practices and prepare materials together for the effective implementation of Catch-up Fridays.

Establish mentorship programs pairing experienced educators with those seeking guidance in implementing collaborative methods.

Create a feedback mechanism where teachers can share successes and challenges related to teaching strategies.

Schedule regular professional development workshops on effective reading interventions, classroom management, and innovative teaching strategies.

Encourage participation in professional learning communities (PLCs) where teachers can collaborate and reflect on their practices.

14. Schools are highly encouraged to forge and strengthen stakeholder engagement to gather support and ensure the sustainability of Catch-up Fridays.

Organize workshops for parents on how to support their children's reading at home.

Create opportunities for community members to volunteer or contribute resources to the CUF program.

DEPEDQUEZON-SDO-REC-04-007-003



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Republic of the Philippines

Department of Education

Identify potential funding sources such as grants, local business sponsorships, or community fundraising initiatives to support CUF implementation.

15. School heads shall be primarily responsible for supervising the implementation of Catch-up Fridays. The Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID) shall collaborate to ensure compliance.

School heads are responsible for overseeing the implementation of CUF guidelines, facilitating professional development opportunities, and ensuring adequate resource allocation.

Regarding allocating reading materials. Conduct an inventory of available reading materials and identify gaps in resources. Partner with local libraries, bookstores, and educational organizations to expand access to diverse texts, including digital resources.

16. Quarterly reports from the regional offices shall be submitted to the DepEd Central Office, Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) for assessment and evaluation of the program.

17. For inquiries and other concerns, please contact the Office of the Director of the Bureau of Learning Delivery, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.o.k@deped.gov.ph or at telephone numbers (02) 8637 -4346 or 8637 -4347.

18. Immediate dissemination of and strict compliance with this Order is directed

By Authority of the Secretary:

JUAN EDGARDO M. ANGARA

Encls.:

As stated

Reference:

DepEd Order (No. 01, s. 2024)

To be indicated in the Perpetual Index under the following subjects:

BASIC EDUCATION
BUREAUS AND OFFICES
LEARNERS
PEACE EDUCATION
PROGRAMS
PROJECTS
READING EDUCATION
VALUES EDUCATION

DEPEDQUEZON-SDO-REC-04-007-003



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(042) 784-0391, (042) 784-0321

Appendix B

Relevant Laws



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. 001, s. 2024

JAN 10 2024

IMPLEMENTATION OF CATCH-UP FRIDAYS

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) remains steadfast in its commitment to delivering quality, relevant, inclusive, and responsive basic education. This commitment is further strengthened by the present administration's Eight-Point Socioeconomic Agenda and the MATATAG Education Agenda to produce competent, job-ready, active, and responsible citizens, equipped with essential competencies and skills for lifelong learning.

2. 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.

3. Similarly, to bolster the basic education priorities articulated in the MATATAG Agenda and accelerate the achievement of education targets as stipulated in DepEd Order (DO) No. 013, s. 2023 titled **Adoption of the National Learning Recovery Program (NLRP)**, there is a need to intensify Values, Health, and Peace Education. Values Education remains a priority in compliance with Republic Act (RA) No. 11476, **Good Manners and Right Conduct (GMRC) and Values Education Act**, which recognizes the vital role of the youth in nation-building. The urgency for Peace Education is a prompt response to the 2022 Program for International Student Assessment (PISA) results which reveal that bullying remains a pervasive problem in public schools and the need for Filipino learners as global citizens to acquire and strengthen peace competencies allowing them to become peace builders and advocates in their respective communities, while Health Education demands stronger advocacy to ensure the overall health and well-being of learners.

4. In light of these considerations, 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.

5. 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 013, s. 2023.

6. 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.

7. The time allotment for each learning area on a Friday shall be used to enhance learners' knowledge and skills in and appreciation of reading, values, health, and peace education. A Sample Class Program for Grade 1 Learners in the Current K to 12 Curriculum with Catch-up Friday for Single Shift is provided as **Enclosure No. 1**.

8. Values, Health, and Peace Education shall revolve around monthly themes/subthemes based on the basic education curricular framework and standards. While teachers shall be given the prerogative to narrow down or devise additional subthemes, alignment with the quarterly themes is essential.

9. 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. **Enclosure No. 3** provides the quarterly themes and subthemes while **Enclosure Nos. 4, 5, and 6** indicate the suggested strategies for Values, Health, and Peace Education, respectively.

10. **Catch-up Fridays shall not be graded.** Since its main objective is to reinforce learning, individual progress shall be monitored through the learner's Reflection Journal, compiling reading experiences, learnings, and appreciation of Values, Health, and Peace Education. 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.

11. The time allotment for the NRP shall give learners opportunities for reading intervention and reading enhancement through developmentally appropriate reading materials. **Enclosure No. 2** provides the Suggested Strategies for Reading.

12. Various strategies shall be employed by schools to implement Catch-up Fridays, including Drop Everything and Read (DEAR), Read-A-Thon, fora, and invitation of resource persons.

13. Teachers shall engage in collaborative expertise sessions through Learning Action Cells (LAC) and other professional development activities to share effective practices and prepare materials together for the effective implementation of Catch-up Fridays.

14. Schools are highly encouraged to forge and strengthen stakeholder engagement to gather support and ensure the sustainability of Catch-up Fridays.

15. School heads shall be primarily responsible for supervising the implementation of Catch-up Fridays. The Curriculum and Learning Management Division (CLMD) and Curriculum Implementation Division (CID) shall collaborate to ensure compliance.
16. Quarterly reports from the regional offices shall be submitted to the DepEd Central Office, Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) for assessment and evaluation of the program.
17. For inquiries and other concerns, please contact the **Office of the Director of the Bureau of Learning Delivery**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bld.od@deped.gov.ph or at telephone numbers (02) 8637-4346 or 8637-4347.
18. Immediate dissemination of and strict compliance with this Order is directed.

By Authority of the Secretary:


GINA O. GONONG
 Undersecretary

Encls.:

As stated

Reference:

DepEd Order (No. 013, s. 2023)

To be indicated in the Perpetual Index
 under the following subjects:

BASIC EDUCATION
 BUREAUS AND OFFICES
 LEARNERS
 PEACE EDUCATION
 PROGRAMS
 PROJECTS
 READING EDUCATION
 VALUES EDUCATION



JTMC/APA TIM Implementation of Catch-Up Fridays
 0015 - January 10, 2024

Appendix C

Administrative Letters



Republic of the Philippines
Department of Education
 Region IV-A
 SCHOOLS DIVISION OF QUEZON PROVINCE

1st INDORSEMENT

September 26, 2024


Respectfully returned to **Mhel Rose P. Peregrin**, Researcher and Master of Arts in Education Major in Educational Management Student from Graduate School of Marinduque State University Extension Graduate Programs to Quezonian Educational College Inc. Gumaca, Quezon, interposing no objection to the hereto attached request to conduct in DepEd Quezon the study titled "The Management of Catch-up Fridays implementation in Catanauan District II, Division of Quezon Basis for the Development of Implementing Guidelines".

Upon completion of the study, please furnish the Schools Division Research Committee (SDRC) with a copy of the following documents for **archival purposes**, via **sdo.quezon.research@deped.gov.ph**:

- a) This Indorsement [scanned, PDF]
- b) Completed Research [PDF or print]
- c) Research Instrument Used [PDF]
- d) Notarized DSA [scanned, PDF]

All personnel involved in the collection of data are reminded of the strict compliance with the **No Disruption of Classes Policy** and the **Time-On-Task Policy of the Department**, as stipulated in DepEd Order No. 09, s. 2005.

For the information and guidance of the above requestor.


ROMMEL C. BAUTISTA, CESO V
 Schools Division Superintendent

ordpar09/25/2024
 DEPEDQUEZON-TM-SDS-04-012-004



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DepEdTayoQuezon www.depedquezon.com.ph quezon@deped.gov.ph



Republic of the Philippines
MARINDUQUE STATE UNIVERSITY
 Graduate School
 P. Manguera, Sr. Road, Tanza, Boac, Marinduque
 Extension of Graduate Programs to
EASTERN QUEZON COLLEGE, INC.
 R. Marco St. Brgy. Peñafrancia, Gumaca, Quezon



September 6, 2024

DR. ROMMEL C. BAUTISTA, CESO V
 Schools Division Superintendent
 Division of Quezon
 Sitio Fori, Brgy. Talipan, Pagbilao, Quezon

Sir:

Greetings in the name of Public Service as a Commitment!


I, the undersigned student of Marinduque State University, Graduate School Extension to Eastern Quezon College, Inc. is currently working on my research paper entitled, **"THE MANAGEMENT OF CATCH-UP FRIDAYS IMPLEMENTATION IN CATANAUAN DISTRICT II, DIVISION OF QUEZON: BASIS FOR THE DEVELOPMENT OF IMPLEMENTING GUIDELINES"** as a partial requirement for the degree of Master of Arts in Education, Major in Educational Management.

In line with this, may I respectfully request permission from your highly functional office to conduct my study and administer my research instrument to the public elementary and high school teachers and school heads in Catanauan District II, Division of Quezon.


Rest assured all the data and information will be treated with the utmost confidentiality and will be used solely for the purpose of the study.

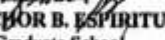
Thank you very much and God bless.

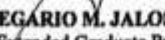
Very respectfully yours,


MHEL ROSE P. PEREGRIN
 Researcher

Recommending Approval:


JULIETA Q. NABOS, PhD
 Thesis Adviser


MELCHOR B. ESPIRITU, EdD
 Dean, Graduate School
 Eastern Quezon College, Inc.


LEODEGARIO M. JALOS, JR., EdD
 Chair, Extended Graduate Programs
 Marinduque State College



Republic of the Philippines
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 Extension of Graduate Programs to
EASTERN QUEZON COLLEGE, INC.
 R. Marco St. Brgy. Peñafrancia, Gumaca, Quezon



September 9, 2024

MR. ANGELITO A. OLVIDA
 Public Schools District Supervisor
 Catanauan District II
 Division of Quezon
 Catanauan, Quezon

Sir:

Greetings!


I am a student of Marinduque State University Graduate School Extended to Eastern Quezon College, Inc. who is currently working on my research **"THE MANAGEMENT OF CATCH-UP FRIDAYS IMPLEMENTATION IN CATANAUAN DISTRICT II, DIVISION OF QUEZON: BASIS FOR THE DEVELOPMENT OF IMPLEMENTING GUIDELINES"** as a requirement for the degree of Master of Arts in Education major in Educational Management.

In view of this, may I respectfully request permission from your good office to conduct my study and administer my research instrument to public elementary and high school teachers and school heads in your district.


Rest assured that the data to be provided and gathered will be treated with utmost confidentiality and will be used solely for this purpose.

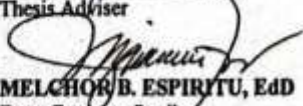
Thank you very much.


Respectfully yours,


MHEL ROSE P. PEREGRIN
 Researcher
 MAEd-Educational Management

Noted:


JULIETA Q. NABOS, PhD
 Thesis Adviser


MELCHOR B. ESPIRITU, EdD
 Dean Graduate Studies
 Eastern Quezon College, Inc.


 Sept 9, 2024



Republic of the Philippines
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EASTERN QUEZON COLLEGE, INC.
 R. Marco St. Brgy. Peñafrancia, Gumaca, Quezon



September 25, 2024

REYNALYN DE GILIA
HEAD TEACHER IN
Santa Maria Das Elementary School
Catanduanan, Quezon

Madam/Sir:

Greetings!


I am a student of Marinduque State University Graduate School Extended to Eastern Quezon College, Inc. who is currently working on my research entitled **"THE MANAGEMENT OF CATCH-UP FRIDAYS IMPLEMENTATION IN CATANAUAN DISTRICT II, DIVISION OF QUEZON: BASIS FOR THE DEVELOPMENT OF IMPLEMENTING GUIDELINES"** as a requirement for the degree of Master of Arts in Education major in Educational Management.

In view of this, may I respectfully request permission from your good office to conduct my study and administer my research instrument to your elementary school teachers.


Rest assured that the data to be provided and gathered will be treated with utmost confidentiality and will be used solely for this purpose.


Thank you very much.

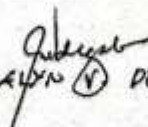
Respectfully yours,


MHEL ROSE P. PEREGRIN
 Researcher
 MAED Educational Management

Noted:


JULIETTA Q. NABOS, PhD
 Thesis Adviser


MELCHOR A. ESPIRITU, EdD
 Dean, Graduate Studies
 Eastern Quezon College, Inc.


REYNALYN V. DE GILA



Republic of the Philippines
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 Extension of Graduate Programs to
EASTERN QUEZON COLLEGE, INC.
 R. Marco St. Brgy. Peñafrancia, Gumaca, Quezon



September 29, 2024

MABEL D. REGAN

Head Teacher I

San Vicente Kanlungan National High School

Catanduan, Quezon

Madam/Sir:

Greetings!

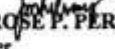
I am a student of Marinduque State University Graduate School Extended to Eastern Quezon College, Inc. who is currently working on my research entitled **"THE MANAGEMENT OF CATCH-UP FRIDAYS IMPLEMENTATION IN CATANAUAN DISTRICT II, DIVISION OF QUEZON: BASIS FOR THE DEVELOPMENT OF IMPLEMENTING GUIDELINES"** as a requirement for the degree of Master of Arts in Education major in Educational Management.

In view of this, may I respectfully request permission from your good office to conduct my study and administer my research instrument to your high school teachers.


Rest assured that the data to be provided and gathered will be treated with utmost confidentiality and will be used solely for this purpose.


Thank you very much.

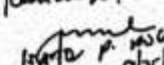
Respectfully yours,


MHEL ROSE P. PEREGRIN
 Researcher
 MAED Educational Management

Noted:


JULIETA Q. NABOS, PhD
 Thesis Advisor


MELCHOR B. ESPIRITU, EdD
 Dean, Graduate Studies
 Eastern Quezon College, Inc.

Remind:

 9/26/2024

Appendix D

Research Instrument

“The Management of Catch-Up Fridays Implementation in Catanauan District II, Division of Quezon: Basis for the Development of Supplemental Implementing Guidelines”

Dear Respondents:

The undersigned is currently working on her graduate thesis entitled **“The Management of Catch-Up Fridays Implementation in Catanauan District II, Division of Quezon: Basis for the Development of Supplemental Implementing Guidelines”**.

This questionnaire is designed to assess the management of the Catch-Up Friday implementation in the public schools in Catanauan District II, Division of Quezon. Your input is important to the researcher. Please answer the following questions honestly and to the best of your ability. The results will serve as a guide to improve the implementation of catch-up Fridays in the school district.

By participating in this survey and interview, you consent to use your responses for research purposes. Your responses will remain confidential.

MHEL ROSE P. PEREGRIN

Researcher

Survey Questionnaire for Teachers

Part I. Extent of Implementation of the Catch-up Fridays

Directions: This part aims to assess the implementation of Catch-up Fridays. Kindly answer each question based on your assessment of the program implementation in your school.

Scale	Verbal Interpretation	Qualitative Description
4	Fully Implemented	Choosing this option indicates that the program has been executed completely according to its intended design and objectives. All components and activities of the program are fully operational.
3	Moderately Implemented	Selecting this option means that the program is being carried out as planned and most of its components and activities are in place while there may be minor areas for improvement or refinement.
2	Partially Implemented	This option signifies that the program has been initiated, but significant gaps or deficiencies exist in its implementation.
1	Not Implemented	Choosing this option indicates that the program has not been initiated or put into practice at all.

A. Scheduling and Time Allotment

The school...	4	3	2	1
1. allots 55 minutes in GMRC and Values Education				
2. allots 60 minutes in Health Education				
3. I follow the assigned quarterly theme/topic/issue per grade level	4	3	2	1
4. allots 40 minutes in Peace Education				
5. The school head/master teachers check the alignment of the CUF lesson plan to the theme weekly				
6. Allots 120 minutes for reading intervention				
7. Ensure that specific subthemes are discussed per grade level.				
8. Allots 120 minutes for reading enhancement.				
9. I integrate the prescribed themes into my instructional activities and materials.				
10. Observe the DEAR (Drop Everything and Read) by not allowing other activities on Fridays.				
11. Follows the time in the class program to conduct CUF activities.				

B. Organizing of themes and subthemes

C. Employing Teaching Strategies

Indicators	4	3	2	1
1. I follow the DepEd-prescribed procedures in the reading intervention by giving pre-reading, during reading, and post-reading activities.				
2. I follow the DepEd-prescribed procedures in doing the reading enhancement such as preparation, dedicated reading time, reflection, sharing, and wrap-up.				
3. I make sure that the teaching strategies I use are stated in the suggested strategies in the memorandum.				
4. I design other teaching strategies based on the reading needs of my learners.				
5. I differentiate instruction to accommodate diverse learning styles and abilities when implementing CUF.				

D. Allocating Reading Materials

Directions: This part aims to assess the implementation of Catch-up Fridays in terms of reading materials used. Kindly answer each question based on how often the materials are being used in the implementation of CUF.

Indicators	4	3	2	1
I used the following materials in the implementation of CUF:				
1. Localized Texts				
2. Digital Texts/Resources				
3. Textbooks				
4. Worksheets				
5. Leveled Texts				
6. Authentic Materials				
7. Technology-Based Materials				
8. For others, please specify				

PART II. Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays**A. Teachers' Preparation in the Implementation of CUF**

Directions: Listed in this section are the preparations of teachers in the conduct of CUF. Kindly rate each based on your practice.

Scale	Verbal Interpretation	Qualitative Description
4	Strongly Agree	This option indicates that you completely agree with the statement showing no doubts or reservations about your agreement, and you firmly support the viewpoint expressed
3	Agree	This option means that you generally agree with the statement, but you may have some minor reservations or uncertainties
2	Disagree	This option indicates that you do not agree with the statement. You have reservations about the viewpoint expressed and believe that it may not accurately reflect your own beliefs or experiences.
1	Strongly Disagree	This option signifies that you completely disagree with the statement. You have strong convictions against the viewpoint expressed and firmly believe that it does not align with your beliefs or experiences.

Indicators		4	3	2	1
1.	I attended the orientation on the implementation of CUF.				
2.	I have the necessary resources and materials to implement CUF effectively.				
3.	I receive adequate training and professional development opportunities focused on effective CUF implementation.				
4.	I collaborate with colleagues and instructional specialists to plan and implement reading interventions tailored to students' individual needs.				
5.	I effectively communicate with students' families and caregivers, involving them in the intervention process and providing support and resources for reading practice at home.				
6.	I prepare the teaching guides and other materials earlier than Fridays to ensure effective delivery.				
7.	I evaluate my teaching practices weekly for improvement.				
8.	I commit to ongoing reflection and professional growth, continuously seeking opportunities to refine and improve my practices in implementing reading interventions.				
9.	I participate in professional learning communities or collaborative team meetings to share best practices and discuss student progress in CUF.				
10.	I receive ongoing support and guidance from my school head to enhance my CUF implementation.				
11.	Others, please specify: _____				

B. Stakeholder's Engagement in the Implementation of CUF

Directions: This section lists statements describing the stakeholder's engagement in the conduct of CUF. Kindly rate each based on your observations in your school's implementation.

Scale	Verbal Interpretation	Qualitative Description
4	Strongly Agree	This option indicates that you completely agree with the statement showing no doubts or reservations about your agreement, and you firmly support the viewpoint expressed
3	Agree	This option means that you generally agree with the statement, but you may have some minor reservations or uncertainties
2	Disagree	This option indicates that you do not agree with the statement. You have reservations about the viewpoint expressed and believe that it may not accurately reflect your own beliefs or experiences.
1	Strongly Disagree	This option signifies that you completely disagree with the statement. You have strong convictions against the viewpoint expressed and firmly believe that it does not align with your beliefs or experiences.

Indicators		4	3	2	1
1.	Parents communicate with teachers about their child's progress and support learning at home.				
2.	Donors provide additional resources or materials for further learning.				
3.	Local businesses support CUF through partnerships with schools or sponsorship of literacy initiatives.				
4.	Stakeholder feedback and input are solicited and valued throughout the implementation of CUF, ensuring that programs are responsive to the needs and preferences of the school community.				
5.	Parent-teacher associations (PTAs) collaborate with teachers to support literacy initiatives, organize literacy events, and advocate for resources and policies that benefit reading programs.				
6.	Higher education institutions partner with schools to provide professional development opportunities for pre-service and in-service teachers, preparing educators to effectively teach reading and literacy skills.				

7.	Government agencies and policymakers collaborate with teachers and stakeholders to develop policies and initiatives that support effective reading instruction, literacy development, and access to high-quality reading materials and programs for all students in support of CUF implementation.				
----	--	--	--	--	--

C. School Heads' Supervision and Monitoring in the Implementation of CUF

Directions: This section lists statements describing the school head's supervision and monitoring of the conduct of CUF. Kindly rate each based on your observations in your school's implementation.

Scale	Verbal Interpretation	Qualitative Description
4	Strongly Agree	This option indicates that you completely agree with the statement showing no doubts or reservations about your agreement, and you firmly support the viewpoint expressed
3	Agree	This option means that you generally agree with the statement, but you may have some minor reservations or uncertainties
2	Disagree	This option indicates that you do not agree with the statement. You have reservations about the viewpoint expressed and believe that it may not accurately reflect your own beliefs or experiences.
1	Strongly Disagree	This option signifies that you completely disagree with the statement. You have strong convictions against the viewpoint expressed and firmly believe that it does not align with your beliefs or experiences.

The school head...	4	3	2	1
1. provides leadership and allocates resources to support the implementation of reading programs, including professional development for teachers and the acquisition of instructional materials and technology.				
2. checks and evaluates the teaching guides before execution.				
3. conduct classroom observations to assess the quality of reading instruction and provide feedback and support to teachers.				
4. review the reading materials' alignment with the prescribed themes.				
5. meets teachers to gather feedback on the CUF implementation.				
6. provides technical assistance to teachers needing assistance.				
7. collaborate with instructional coaches (e.g., master teachers) to develop and implement professional development opportunities for teachers focused on effective reading instruction.				
8. analyze data on student reading proficiency and progress to identify areas of strength and areas needing improvement in the implementation of CUF.				
9. allocate resources and support to address any barriers or challenges encountered in the implementation of CUF.				
10. engage with parents, community members, and other stakeholders to communicate the goals and progress of the reading program and solicit feedback and input for improvement.				

Part III. Challenges Encountered by the Teachers in the Implementation of CUF

Directions: Listed in this section are possible challenges in the conduct of CUF. Kindly rate each based on your experience as an implementer.

Scale	Verbal Interpretation	Qualitative Description
4	Strongly Agree	This option indicates that you completely agree with the statement showing no doubts or reservations about your agreement, and you firmly support the viewpoint expressed
3	Agree	This option means that you generally agree with the statement, but you may have some minor reservations or uncertainties
2	Disagree	This option indicates that you do not agree with the statement. You have reservations about the viewpoint expressed and believe that it may not accurately reflect your own beliefs or experiences.
1	Strongly Disagree	This option signifies that you completely disagree with the statement. You have strong convictions against the viewpoint expressed and firmly believe that it does not align with your beliefs or experiences.

Indicators	4	3	2	1
1. Insufficient funding or access to materials and technology				
2. Time constraints within the school day may limit the amount of dedicated instructional time available for CUF preparations.				
3. Inadequate training or support for teachers in implementing evidence-based reading interventions				
4. Level of student motivation and engagement in participating in CUF activities				
5. Absenteeism/cutting classes among learners during CUF				

6.	Meeting the diverse needs of students with varying levels of proficiency, learning styles, and backgrounds within a single intervention group				
7.	Difficulty in effectively assessing students' reading abilities and monitoring their progress over time				
8.	Limited parent involvement or support at home for reading practice and reinforcement				
9.	Resistance to change or lack of buy-in from stakeholders				
10.	Challenges in Sustaining Reading Interventions				
11.	Limited knowledge of non-reading teachers in delivering reading instruction.				

Others (please specify): _____

Part IV. Strategies Utilized by the Teachers to Address the Challenges Encountered in the Implementation of CUF

Directions: Listed in this section are possible strategies teachers utilize to address the challenges encountered. Kindly rate each to indicate the strategies you use.

Scale	Verbal Interpretation	Qualitative Description
4	Strongly Agree	This option indicates that you completely agree with the statement showing no doubts or reservations about your agreement, and you firmly support the viewpoint expressed
3	Agree	This option means that you generally agree with the statement, but you may have some minor reservations or uncertainties
2	Disagree	This option indicates that you do not agree with the statement. You have reservations about the viewpoint expressed and believe that it may not accurately reflect your own beliefs or experiences.
1	Strongly Disagree	This option signifies that you completely disagree with the statement. You have strong convictions against the viewpoint expressed and firmly believe that it does not align with your beliefs or experiences.

Indicators		4	3	2	1
1.	I craft activities and materials during Catch-Up Fridays to address the specific strengths and weaknesses of each student.				
2.	My school provides resources and workshops to help parents support their children's reading development at home.				
3.	I incorporate a variety of learning activities and materials to cater to different learning styles during Catch-Up Fridays.				
4.	I provide opportunities for students to collaborate and learn from each other during Catch-Up Fridays.				
5.	I utilize playful activities and reading games to make Catch-Up Fridays more engaging for students.				
6.	I allow students some choice in the reading materials they use during Catch-Up Fridays.				
7.	I am familiar with and utilize Open Educational Resources (OERs) to supplement Catch-Up Friday materials.				
8.	I collaborate with other teachers to share resources and best practices for Catch-Up Fridays.				
9.	I attend training on effective strategies for reading intervention programs.				
10.	My school provides ongoing support and resources for teachers implementing Catch-Up Fridays.				
11.	I integrate foundational reading skills across various subject areas to maximize the impact of Catch-Up Fridays.				
12.	I adhere to the allocated time for Catch-Up Fridays to effectively address student needs.				
13.	I regularly communicate with parents about the goals and strategies used in Catch-Up Fridays.				

Interview Guide for School Heads**Part I. Implementation of Catch-Up Fridays****1. Scheduling and Time Allotment**

- Can you describe the schedule and time allotment for Catch-Up Fridays in the school?
- Are there any variations in the schedule throughout the academic year, and if so, what necessitates these changes?

2. Organizing of Themes and Subthemes

- How does the implementation of Catch-Up Fridays ensure adherence to the designated themes and subthemes?
- Can you provide examples of how specific themes or subthemes are integrated into Catch-Up Fridays?

3. Employing Teaching Strategies

- What teaching strategies are employed during Catch-Up Fridays to support students' learning needs?
- How are these strategies selected, and how do they cater to diverse learning styles and abilities?

4. Allocating of Reading Materials

- What types of reading materials are commonly used during Catch-Up Fridays?
- How are these materials selected, and how do they align with the curriculum goals?

Part II. Roles Performed by the Key Individuals in the Implementation of Catch-Up Fridays**1. Teacher's Preparation for Facilitating Catch-Up Fridays**

- How are teachers prepared to facilitate Catch-Up Fridays?
- How do teachers incorporate their training into their practices during Catch-Up Fridays?

2. Stakeholder's Engagement in the Implementation of Catch-up Fridays

- How are stakeholders engaged in the implementation of Catch-Up Fridays?
- Can you describe any specific initiatives or strategies used to involve stakeholders in this process?
- How do you ensure effective communication and collaboration among all stakeholders?

3. School Heads' Supervision and Monitoring in the Implementation of Catch-up Fridays

- How do you, as the school head, supervise and monitor the implementation of Catch-Up Fridays?
- What mechanisms or tools are utilized to track progress and ensure accountability?
- How do you address any issues or concerns identified during supervision and monitoring?

Part III. Challenges Encountered by the Teachers in the Implementation of Catch-up Fridays

- What are some of the main challenges encountered by the Teachers in the implementation of Catch-Up Fridays?

Part IV. Strategies Utilized by the Teachers to Address the Challenges Encountered in the Implementation of Catch-up Fridays

- What are the strategies utilized by the teachers in addressing the challenges encountered in the implementation of Catch-Up Fridays?

Appendix E

Documentation



The researcher interviews the school heads of Catanauan District II.



The researcher administers the survey questionnaire to the teachers of Catanauan District II.

Appendix F

Curriculum Vitae



Name : Mhel Rose P. Peregrin
 Address : Brgy. San Isidro Catanauan, Quezon
 Cellphone Number : 09187429181
 Email Address : mhelrose.peregrin@deped.gov.ph

PERSONAL DATA

Age: 26 years old
 Birthday: June 21, 1998
 Birthplace: Brgy. San Isidro, Catanauan, Quezon
 Sex: Female
 Nationality: Filipino
 Religion: Roman Catholic
 Civil Status: Single
 Father's Name: Elemenecio R. Peregrin
 Mother's Name: Rose Marie P. Peregrin

EDUCATIONAL BACKGROUND**Graduate School:**

Marinduque State University EQCI Extension (Gumaca, Quezon) 2021-2025
 Master of Arts in Education Major in Educational Management

Tertiary:

Polytechnic University of the Philippines (General Luna, Quezon) 2015-2019
 Bachelor of Elementary Education

High School:

San Isidro National High School (Catanauan, Quezon) 2011- 2015

Elementary:

San Isidro Elementary School (Catanauan, Quezon) 2004- 2011

ELIGIBILITY

Licensure Examination for Teachers (PRC No. 1808726)

TEACHING EXPERIENCE

Public School Teacher (Deped Catanauan) 2022-Present
 Navitas Elementary School
 Locally Funded Teacher (LGU of Catanauan) 2020-2021
 San Isidro Elementary School
 Classroom Teacher 2019-2020
 Holy Trinity School of Catanauan Inc.