

Implementation of Catch-Up Fridays: Its Impact on the Reading Performance of Grade 3 Pupils

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Abstract— This research investigates the effect of Catch-Up Fridays on the reading performance of pupils in Pilar II District's selected schools. The target participants are the teachers who are handling Grade 3 classes. This study aimed to determine the lived experiences, the different reading activities employed, and the issues and concerns of the teachers. This is done to determine whether the implementation of Catch-Up Fridays can successfully enhance pupils' reading performance. Through mixed methods approach, the research collected information from Grade 3 teachers coming from 4 big schools, 4 from schools along the road, and 4 from interior schools using interviews, questionnaires, and document analysis. The results indicated that the Catch-Up Fridays program had a positive impact on pupils' reading fluency, comprehension, and reading motivation. It contributes to a better understanding of the efficacy of this intervention in improving reading performance among Grade 3 pupils and informs the development of more effective reading programs.

Keywords— Catch-Up Fridays, Pilar II District, reading comprehension, reading fluency, reading performance.

INTRODUCTION

Reading is a process of deriving meaning from written or printed material, including various components. Reading is one of the basic skills. It is a basic tool for learning in all subjects. Reading is the foundation of an intellectual people; thus, it is essential to develop reading skills in learners at a young age. Kimizano (2017) believed that reading skills should be developed during infancy. However, a child's reading readiness occurs at different stages.

Why should we read? Reading authorities agree that reading is the golden key to the world, enlightenment, and enjoyment. Since reading is a tool subject, learners, especially at the elementary level, should be given the utmost priority to develop their capacity to learn in all learning areas. However, due to the COVID-19 pandemic that affected the whole world, the reading performance of the pupils was significantly impacted.

Reading performance refers to the ability and effectiveness of individuals in comprehending and interpreting written texts. It encompasses various aspects such as reading competency, academic achievement, and the impact of different media on reading. Studies have examined the relationship between reading competency and academic performance, highlighting the need for mentorship and activities to improve reading skills. Journal of Educators, Teachers and Trainers (2022)

Reading performance, for PISA (Programme for International Student Assessment), measures the

capacity to understand, use, and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society.

A World Bank (2022) report on global learning poverty revealed that 9 in 10 Filipinos could not read and understand a simple, age-appropriate text at age 10. In 2018, the Programme for International Student Assessment (PISA) showed that only 1 out of 5 Filipino students achieved a minimum proficiency level in reading and mathematical literacy. Moreover, the Filipino students' average scores for both literacies were significantly lower than those of the member countries of the Organization for Economic Co-operation and Development (OECD) and the Association of Southeast Asian Nations (ASEAN) (Schleicher 2019).

The Programme for International Student Assessment (PISA) survey takes place every three years, examining the ability of 15-year-old from around the world to extrapolate from what they have learned and apply that knowledge in unfamiliar settings, both inside and outside school. The PISA survey covers three main subjects: Mathematics, Reading and Science. The test explore how well students can solve complex problems, think critically and communicate effectively. Almost no students in the Philippines were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 9%). Six Asian countries and economies had the largest shares of students who did so: Singapore (41%), Chinese Taipei

(32%), Macao (China) (29%), Hong Kong (China)* (27%), Japan (23%) and Korea (23%).

The Department of Education (DepED) is steadfast in its commitment to improving the quality of basic education. It is for this reason that it continues to introduce initiatives to improve learning outcomes. It's not just a plain responsibility but a moral responsibility of the key officials of DepED to find ways to address the challenges of basic education. Hence, the MATATAG Education Agenda, aiming to produce competent individuals who are job – ready, active and responsible citizens with essential competencies and skills for lifelong learning (DepED Order Memorandum No. 54, s. 2023) and the National Learning Recovery Plan (LRP) of which Catch – Up Fridays is one of the transforming initiatives to recover that of learning loss.

The "Catch Up Fridays" initiative represents an innovative approach to addressing literacy challenges faced by pupils. In recent years, educators have increasingly recognized the importance of early literacy as a foundational skill that influences pupils' overall academic success and long-term learning trajectories. As children progress through the educational system, the ability to read proficiently becomes a critical determinant of their ability to engage with a variety of subjects, comprehend complex texts, and participate effectively in classroom discussions (Saro, Barol, & Glodobe, 2024). This study sought to evaluate the implementation of the "Catch Up Fridays" program and its impact on the reading performance of Grade 3 pupils, providing valuable insights into the effectiveness of targeted literacy interventions.

Reading difficulties in early education can stem from a multitude of factors, including inadequate instructional strategies, limited access to reading materials, and varying levels of parental support (LaBad, 2024). As a response to these challenges, the "Catch Up Fridays" initiative was designed to provide structured, additional reading instruction on Fridays, a day traditionally less utilized in standard curricular frameworks. By dedicating this time specifically to reading, educators aimed to create an environment that prioritizes literacy development, thereby allowing learners to catch up to their peers and build the necessary skills for academic success. This study will analyze how this focused approach affects pupils' reading performance, potentially highlighting strategies that can be replicated in other educational contexts.

Moreover, the implementation of "Catch Up Fridays" aligns with contemporary educational theories emphasizing differentiated instruction and personalized learning. In a classroom setting, pupils often exhibit diverse needs, learning styles, and paces. The initiative provides an opportunity for teachers to tailor their instructional methods to address individual pupils' weaknesses and strengths (Rafanan, et al, 2020). This individualized attention during designated reading sessions is hypothesized to enhance pupils' reading comprehension, fluency, and overall confidence in their reading abilities. By exploring the outcomes of this initiative, the study aims to contribute to the body of knowledge surrounding effective literacy interventions for young learners. Furthermore, the significance of reading performance in Grade 3 cannot be overstated. Research indicates that pupils who struggle with reading by this age are at a higher risk of experiencing ongoing academic difficulties. As Grade 3 often serves as a pivotal transition point from learning to read to reading to learn, it is crucial to ensure that all pupils possess the necessary skills to thrive (Nieuwoudt, 2022). The "Catch Up Fridays" initiative was implemented with the belief that early and consistent intervention can mitigate long-term reading challenges, providing a lifeline for pupils who may otherwise fall behind. This study will assess the extent to which the initiative successfully meets this goal.

In assessing the impact of the "Catch Up Fridays" program, this research will utilize both qualitative and quantitative methodologies. Standardized reading assessments will be conducted to measure changes in pupils' reading levels, while qualitative data gathered from teacher interviews and pupils' feedback provides context and depth to the findings (Fleisch & Motilal, 2020). This comprehensive approach allows for a holistic understanding of the initiative's effectiveness, examining not only numerical improvements in reading scores but also the perceptions and experiences of those directly involved in the program.

Moreover, the study will consider the role of teacher training and support in the successful implementation of the "Catch Up Fridays" initiative. Effective literacy instruction requires educators to be well-equipped with the necessary skills and resources (Radinger & Boeskens, 2021). Therefore, understanding how teachers adapt their methodologies and engage with pupils during these dedicated reading sessions will be integral to evaluating the program's overall success. Insights into professional development opportunities

and collaborative practices among educators will also be explored, contributing to the discourse on how teacher preparedness influences pupil outcomes. Additionally, the impact of the "Catch Up Fridays" initiative extends beyond individual reading scores; it has the potential to foster a culture of reading within the school community.

Encouraging a shared commitment to literacy can enhance parental involvement, motivate pupils, and create a more supportive learning environment (Mehigan, 2020). By examining the broader implications of the program, this study seeks to highlight how focused interventions can influence not just academic performance but also the overall attitude towards reading among pupils, teachers, and families.

Furthermore, the outcomes of this research are intended to inform policymakers and educational leaders about the efficacy of such initiatives in improving literacy rates at the elementary level. As schools continue to navigate challenges associated with diverse pupil populations and varying levels of academic preparedness, understanding effective strategies for literacy intervention becomes increasingly vital (Masters, 2022). The findings of this study could serve as a basis for expanding or replicating the "Catch Up Fridays" model in other schools, contributing to a systemic effort to improve reading proficiency among young learners.

However, three days before the opening of School Year 2025 – 2026, the Department of Education released this new implementing guidelines under DepEd Order No. 18, series 2025 where Catch-Up Fridays will be replaced with Academic Recovery and Accessible Learning or ARAL Program pursuant to the Republic Act (RA) No. 12028 or ARAL Program Act. This policy will be implemented to establish a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in Reading, Mathematics and Science.

The "Catch Up Fridays" initiative represents a promising intervention aimed at improving the reading performance of Grade 3 pupils. This study will not only provide an evaluation of its effectiveness but also contribute to a larger conversation about the importance of early literacy instruction. By analyzing the program's impact on reading outcomes, exploring teacher engagement, and considering the initiative's implications for school culture and policy, this research aims to enhance our understanding of how best to

support young learners in their reading journeys. The findings are instrumental in shaping future literacy programs and ensuring that all pupils have the opportunity to succeed in their academic endeavors.

OBJECTIVES

This study determined the:

- Lived experiences of teachers in the implementation of the Catch-Up Fridays.
- Different reading activities employed by the teachers in the implementation of Catch-Up Fridays.
- Impact of the Catch-Up Fridays on the reading performance of the pupils as assessed by their teachers
- Issues and concerns of teachers in the implementation of Catch-Up Fridays.
- Innovative reading strategies to enhance the implementation of Catch-Up Fridays.

METHODOLOGY

A mixed methods approach is particularly suitable for this study as it combines both quantitative and qualitative research methods, providing a comprehensive understanding of the reading intervention's impact on Grade 3 pupils.

The target respondents for the study were Grade 3 teachers assigned in Pilar II District Province of Sorsogon, participating in the reading intervention program. Stratified sampling was employed to identify the respondents, 4 teachers from the big schools, 4 teachers from the interior schools and 4 teachers from schools along the road.

RESULTS

The qualitative data were treated and explored through themed presentations. The quantitative data were discussed from a statistical perspective.

Experiences of Teachers in the Implementation of Catch-Up Fridays

The Catch-up Fridays program was initiated by the Department of Education to address the learning gaps caused by the COVID-19 pandemic. This learning initiative aims to improve learners' academic performance, particularly in reading.

Teachers had mixed experiences with the year 1 implementation of Catch-Up Fridays, and these experiences were shared, highlighting both challenges and opportunities.

Getting Acquainted with Catch-Fridays Through Its Guidelines

Implementing Catch-up Fridays as a learning mechanism for learning and teaching was stipulated under DepEd Memorandum No. 001, s. 2024. Catch-up Fridays aim to help pupils catch up on missed work, review challenging concepts, and receive additional teachers' support. For teachers to implement this learning mechanism, they get acquainted with its guidelines.

According to Participant 1, "As an implementer of Catch-up Fridays, I prepare myself by reading, understanding, and familiarizing its guidelines. I made necessary preparations and plans to make Catch-up Fridays meaningful to my pupils." This statement was further supported by Participants 2 and 7, who claimed, "The issuance of the guidelines provided me a clear direction. Through reading and understanding the guidelines, I made myself ready for the implementation."

Participant 3 also agreed that doing advance reading and researching about the implementing guidelines of the said program helped him to be well – prepared in facing whatever challenges may occur during the implementation. Participant 3 recalled what he did upon hearing that a Catch-Up Fridays Program was about to be implemented: "Immediately, I acquired a copy of the DepEd issuance so that I could know how the activities differ from the regular numeracy and literacy interventions that I am implementing."

Schools have been used by school-based initiatives as their interventions to address certain gaps in learning. The introduction of the Catch-Up Fridays as a national program creates excitement on the part of the school heads and teachers, who are at the forefront of its implementation.

They consider the move a mechanism for standardizing the process of providing numeracy and literacy activities, with dedicated time set to assist learners who experience difficulty in learning mathematics, reading, and writing.

To ensure adherence with the Program, these teachers have in them the copies of the issuance, for them to be aware of the provisions. Further, for them to have clear understanding of the guidelines, orientation and discussions during school-based learning action cell were facilitated by the school heads.

Measuring Pupils' Literacy and Numeracy Skills Through a Range of Tools and Techniques

Catch-up Fridays are designed to address the learning gap and require effective tools and techniques to assess the progress in literacy and numeracy skills of learners. This range of tools and techniques used by teachers served as their basis in determining the crafting of activities during the implementation.

Participant 1 said, "Aside from the standardized assessment, such as CRLA, ALNAT, PHIL-IRI, etc. I conduct daily assessments to measure the performance of my pupils." While Participant 2 said, "I conduct pre-assessment and different reading evaluation results so that I can classify the pupils based on their reading level groups." This statement was also stated by Participants 5 and 7 when the following statements were stressed by them.

"The use of CRLA in determining the reading profiles of the early grade learners facilitates the grouping of individuals based on similarities in their reading levels."

Sorting learners based on their reading profiles and numeracy grouping is needed for the teachers to implement the differentiated learning activities, which are emphasized in the implementation guidelines.

Based on the experiences of the research participants, they were able to organize the learners because of the existing assessment tools that are readily available. The results of the assessment were the common bases for organizing groups of learners.

Collaborating with Both Internal and External Partners in Implementing the Catch-Up Fridays

Educating a child is not the sole responsibility of teachers. As an African proverb says; "It takes a village to raise a child," the importance of a support system is emphasized to withstand this initiative. Our institutions are committed to serving the school's main clientele – the pupils – with the help of enabling and supportive stakeholders, both internal and external.

Participant 1 recognizes the importance of the community as part of the education process. He said, "I encourage the community to be a part of the implementation of the Catch-Up Fridays. I sit in during the barangay session to conduct information dissemination." Participant 2 also did the same when he invited the Barangay Council, specifically the Barangay official who is in charge of Education.

This statement was also specified by Participant 3. According to him, they coordinated with the barangay officials to be informed of the said program so that they know the schedule especially the security personnel manning the pedestrian. While the rest of the participants involved the non-government organization, alumni, and other private individuals to participate and support the activities. They encouraged community involvement to be a volunteer reader or tutor.

Keeping Pupils Involved in Literacy and Numeracy Lessons Through Catch-Up Friday Activities

The very basic purpose of Catch-Up Fridays is to enhance pupils' competencies in literacy and numeracy through developmentally appropriate lessons. Pupils have to involve themselves in the tasks facilitated by the teachers. Based on the responses of the research participants, they provided schemes to fully engage the learners in the implementation of the Catch-Up Fridays.

Participant 1 acknowledges the value of a positive classroom environment in sustaining pupils' attention when he said, "I provided a positive classroom environment with engaging teaching methods. I exposed my learners to the Marungko Approach, especially those who belonged to the frustration level, while basic Fuller Technique for starting to read English. Such is proof that the use of an appropriate teaching approach is essential in sustaining pupils' participation in the said intervention."

In addition, Participant 2 stressed the importance of profiling learners' reading levels, "I group learners according to their abilities and learning styles. Doing it makes my teaching routine easy." This was also done with Participant 4.

Participants 3 and 4 conducted school orientation for pupils as well as with the parents to inform them of the importance and benefits of the program. By doing so, teachers believed that they encouraged the pupils and prepared them to participate.

Collecting Feedback to Enhance Catch-Up Fridays' Delivery

Collecting feedback is crucial to ensuring the success of Catch-up Fridays. Participant 1 assessed the

implementation as an effective program that improved the reading proficiency of his Grade 3 pupils. According to him, "Dedicated reading and relevant materials significantly enhance the literacy skills and achievements." Participants 3 and 9 also assessed the program as effective, but for them, the materials used needed to be improved."

Participant 2 highlighted, "I considered Catch Up Fridays activities as the summative activities from the lesson learned for the week to make learning more meaningful to learners."

Participant 3 pointed out, "The implementation of Catch-Up Fridays can be highly beneficial when done thoughtfully. It fosters to improvement of communication, collaboration among stakeholders, and learning among pupils."

Participant 12 mentioned, "I believe that the implementation of Catch-Up Fridays can be assessed in general by pupils' progress and performance."

Reading Activities Employed by Teachers in the Implementation of Catch-Up Fridays

It is a common notion that pupils learn to read if they are exposed to reading activities. Having this idea, the teachers involved in the implementation of Catch-up Fridays employed several reading activities and these are shown in Table 1.0.

Based on the Table, the reading activities that top the list include Guided Reading Sessions, Read Aloud Activities, and Independent Reading Activities. They all obtained a frequency of 12, making them ranked 2nd. Despite the existence of several reading activities appropriate for the implementation of the Catch-Up Fridays, these three (3) top the list. Considering the very nature of these activities, which are primarily designed to scaffold learners on their way to learning to read. Guided reading sessions offer learners an opportunity to be exposed to explicit instruction and independent practice. Reading aloud enabled learners to practice saying words correctly, which leads to the development of smoother reading rhythm. The use of independent reading activities provides valuable options for learners to be responsible for their reading development.

Table 1. Reading Activities Employed by Teachers in the Implementation of Catch-Up Fridays

Reading Activities	Frequency	Rank
Guided Reading Sessions	12	2
Read-Aloud Activities	12	2

Independent Reading Activities	12	2
Paired Reading	11	6
Sight Words Recognition Exercises	11	6
Small Group Reading Sessions	11	6
Comprehensive-Focused Discussion	11	6
Multisensory Reading Activities (digital tools integration)	11	6
Phonic-Based Instruction	10	9.5
Storytelling and Dramatization	10	9.5

Paired Reading, Sight Word Recognition Exercises, Small Group Reading Sessions, Comprehensive-Focused Discussion, and Multisensory Reading Activities have a frequency of 11, and they all ranked 6th. Rank 9.5 includes Phonic-Based Instruction and; Storytelling and Dramatization with frequency 10.

Impact of Catch-Up Fridays on the Reading

Performance of Pupils as Assessed by Their Teachers

Teachers believe that Catch-Up Fridays are beneficial. It helps in bridging the learning gap among pupils. However, others believe that there is a need for continuous improvement for a better impact on reading performance. Impact of Catch-Up Fridays is shown in Table 2.0

Table 2. Impact of Catch-Up Fridays on Reading Performance of Pupils as Assessed by Their Teachers

Indicators	Frequency	Rank
The Catch-up Fridays influence the improvement of pupils' reading fluency	12	2
Pupils show improvement in their reading comprehension skills	12	2
The pupils responded to questions during comprehension check-up	12	2
Pupils demonstrate better decoding and word recognition skills	11	4.5
Pupils' manifest confidence in their reading engagement	11	4.5
Interest and motivation of pupils to read are evident	10	7.5
There is a transition in pupils' reading profile, from full Intervention for a higher reading profile	10	7.5
The pupils manifest active participation in the discussion	10	7.5
Interest of pupils in literacy materials becomes visible	10	7.5

Ranked 2nd in the list includes Catch-Up Fridays influences the improvement of pupils' reading fluency, pupils show improvement on their reading comprehension skills, and the pupils respond to questions during comprehension check-up. They all

gained a frequency of 12. Ranked 4.5 are pupils who demonstrate better decoding and word recognition skills, and pupils' manifest confidence in their reading engagement with frequency 11.

Last in rank are the interest and motivation of pupils to read are evident, transition of pupils' reading profile from full intervention to higher reading profile, the pupils manifest active participation in the discussion, and the interest of pupils for literacy materials becomes visible. This makes them rank 7.5 with a frequency of 10.

Issues and Concerns of Teachers in the Implementation of Catch-Up Fridays

There are several issues and concerns regarding the implementation of Catch-Up Fridays, and these are shown in Table 3.0. In the table, poor acquisition of learners' basic foundational literacy skills is the most serious issue and concern for teachers. It ranked 1st with a sum of 24. 2nd in rank is the limited support of parents in reinforcing reading at home, with a sum of 44. 3rd in rank is the limited fund with a sum of 45. Rank 4th is insufficient instructional materials, with a sum of 56. Rank 5th is insufficient time intended for reading, with a sum of 62. Rank 6th is the increase in teachers' workload, with a sum of 70. Rank 7th is the teachers' training needs, with a sum of 85. Rank 8th is the conflict with regular class learning sessions, with a sum of 94. Rank 9th is the poor learners' involvement with a sum of 97. And the least serious issue and concern of teachers is the time-consuming preparation of instructional materials, made it to 10th rank and with a sum of 103.

Table 3. Issues and Concerns of Teachers in the Implementation of Catch-Up Fridays

Issues and Concerns	Sum of Ranks	Final Rank
Poor acquisition of learners' basic foundational literacy skills	24	1
Limited support of parents in reinforcing reading at home	44	2
Limited fund	45	3
Insufficient instructional materials	56	4
Insufficient time intended for reading	62	5
Increased teachers' workload	70	6
Teacher training needs	85	7
Conflict with regular class learning sessions	94	8
Poor learners' involvement	97	9
Time-consuming preparation of instructional materials	103	10

Proposed Innovative Reading Strategies to Enhance the Implementation of Catch-Up Fridays

Rationale

The Department of Education (DepEd) is committed to deliver quality, relevant, inclusive, and responsive basic education. This commitment is further strengthened by the MATATAG Education Agenda to produce quality graduates. Instead of this, DepED implemented Catch-Up Fridays to support the basic education priorities articulated in the MATATAG Agenda and accelerate the achievement of education targets as stipulated in DepED Order no. 13, s. 2023 titled Adoption of the National Learning Recovery Program.

Catch-Up Fridays, as a learning mechanism, provide pupils with an opportunity to strengthen their foundational, social, and other relevant skills. This initiative is to respond to the pupils' low academic performance, particularly their reading level. As stated in the DepED Memorandum No. 1, s. 2024 dated January 10, 2024, all Fridays throughout the school year shall focus on the National Reading Program (NRP) during the first half of the day.

In continuous pursuit of a high literacy rate among elementary-grade pupils, incorporating innovative reading strategies into Catch-up Fridays deepens student engagement, improves reading comprehension, and promotes critical thinking. By providing teachers with these innovative reading strategies, reading will be more effective and enjoyable.

Goal

These proposed innovative reading strategies for Catch-up Fridays implementation aim to transform Catch-up Fridays into a more engaging, effective, and supportive reading environment. Specifically, it aims to:

- Increase pupils' understanding and improve reading comprehension
- Motivate pupils to participate actively.
- Develop pupils' positive attitude towards reading and lifelong learning.

DISCUSSION

Experiences of Teachers in the Implementation of Catch-Up Fridays

Distinct experiences in the implementation of Catch-up Fridays were elicited from the teachers who served as the research participants. These experiences immersed themselves in the implementation of Catch-Up Fridays as a national initiative of the Department of Education to address the literacy and numeracy crisis among learners.

The results of the interview show that teachers have mixed experiences within the year 1 implementation of Catch-Up Fridays. According to the results, these mixed experiences include the familiarization of the guidelines, use of assessment tools, community collaboration, and application of diverse teaching strategies. Aside from these new experiences, the teachers also stressed the challenges they have experienced during the implementation of Catch-Up Fridays, which include insufficient foundational literacy skills of students, limited parental support at home, and a notable increase in their workload.

Malipot (2024), said that Catch-Up Fridays is a learning mechanism mandated by the Department of Education to strengthen foundational, social, and other relevant skills of learners. This was implemented specifically when the educational sector realized the learning gaps caused by the COVID-19 Pandemic. During the implementation of Catch-Up Fridays, teachers have to get used to the new guidelines of the program, which

means that they have to familiarize themselves with it. Aside from that, they also mentioned that they have to apply the new use of assessment tools. The familiarization with the program and the guidelines is equivalent to preparing a lesson plan for students to understand the lessons and concepts in the best way. William & Mary School of Education (2022), stated that effective familiarization of new concepts, programs, and even lessons before teaching to a student significantly contributes to successful learning outcomes. Hence, these experiences of teachers during the first implementation of Catch-Up Fridays provide successful learning outcomes to students. It also shows how the participants are dedicated to providing their students the best learning in the program. Meanwhile, a study by Zhou (2023) has addressed the important role of the use of tools and assessment according to the needs of the students. According to them, assessment plays a key role in understanding what the students know and how they can be improved. With the actions of the teachers in this study, where they used new tools and assessment, it can be deemed that their efforts are aligned with the purpose of why the Catch-Up Fridays program was implemented in the first place, which is to improve learning outcomes of the students.

On the other hand, another experience felt by the teachers is community collaboration. Particularly, they learned that education extends beyond the classroom, specifically, teachers emphasized the significance of collaborating with community stakeholders. Furthermore, they actively involved parents, barangay councils, and local organizations to garner support for the program, enhancing the educational environment. Durisic (2017), said that the active involvement of parents and the community in a child's learning is a critical factor in successful learning outcomes. In fact, according to Eden et al (2024), higher parental involvement shows more positive signs of academic performance. In the context of this study, it can be deemed that these experiences of teachers are positive reinforcements and acts that help students achieve higher learning outcomes. They also highlighted that when they collected feedback and data, students would deem the program effective and beneficial. According to Saro et al (2024), regarding their study about the experience of grade 10 students on Catch-Up Fridays, they have also noted that the program also demonstrated notable benefits, such as improved reading skills, increased engagement with diverse texts, and enhanced motivation and attitudes toward reading.

On another note, while the teachers have expressed that the program is beneficial and helps improve students' learning, they also stressed challenges such as insufficient foundational literacy of students, limited parental support, and a significant increase in their workload. According to Crawford (2025), the more students lack foundational literacy skills, the more it will be harder for them to achieve higher learning outcomes in the future. Moreover, Shahzad (2020) also discussed the positive impacts of parental involvement in school. The fact that the teachers stressed that one of the problems they encountered is the lack of parental involvement may also be the reason why their students have an insufficient foundational literacy. Lastly, a study by Pacana stressed that while teachers are hopeful about the Catch-Up Fridays program, they also faced significant challenges, such as an increase in workload as well as ambiguity in the program during the first few weeks.

Reading Activities Employed by Teachers in the Implementation of Catch-Up Fridays

The results of this study reveal that, on top of the reading activities employed by teachers, such as Guided Reading Sessions, Read Aloud Activities, and Independent Reading Activities. Henemann (2023) stated that Guided reading is an instructional approach that involves small groups of 4-6 students working together with a teacher, focusing on their reading abilities and needs. However, according to Hansen (2016), guided reading sessions may be beneficial in improving students' learning, this alone is not enough to provide improved learning for students. Thus, the results of this study show how three reading activities tied to the top only show the reality of what Hansen (2016) mentioned in his study. Truly, teachers must apply different reading activities so that students are able to appreciate and enjoy reading more while also improving their reading skills.

Furthermore, Hazzard (2016) stressed that the use of read aloud activities significantly improved the students reading abilities to above average after the activity was done. Hence, implementing these activities are beneficial for students especially if it has been proven to be an effective method in improving students' reading skills.

Impact of Catch-Up Fridays on the Reading Performance of Pupils as Assessed by Their Teachers

The results of this study reveal that Catch-Up Fridays are indeed beneficial, as they helped bridge the learning

gaps among pupils. Many different studies about the impact of Catch-Up Fridays have determined its effectiveness and the gap that still needs to be bridged in the program. Saro et al (2024), said that notable benefits are experienced by students, such as improved reading skills, increased engagement with diverse texts, and enhanced motivation and attitudes toward reading. On another note, Abejo (2024) revealed that 'Catch-Up Friday' effectively improves reading proficiency and perspective among senior high school students. The findings suggest that dedicated reading time, targeted support, and relevant materials significantly enhance literacy skills and academic achievement.

Concerning this study, it can be seen that the results are almost the same of the different studies referenced. This means that Catch-Up Fridays are indeed beneficial in helping students be more interested in reading and as well as improve their reading and literacy skills. Despite the following positive note, there are also inconsistencies and challenges that students have faced during this program. Going back to the study of Saro et al (2024), aside from the benefits experienced by students, students also experienced significant challenges, such as the lack of engagement and relevance in some activities, which further diminished motivation among students. In the context of this study, it can be determined that the belief of the teachers in this study for the continuous improvement for a better impact reflects these challenges experienced by students in Saro et al (2024) research study.

Issues and Concerns of Teachers in the Implementation of Catch-Up Fridays

In this part of the study, the issues and concerns of teachers have been revealed. According to the results of the study, poor acquisition of learners' basic foundational literacy skills, is the most serious issue and concern for teachers. Aside from that, limited support from parents at home is also one of the challenges in the implementation of Catch-Up Fridays.

According to the study of Gonio & Bauyot (2025), some of the main problems they encountered in the implementation of Catch-Up Fridays are that there is a lack of foundation and resources in conducting the study, which made them carry all these burdens. In the context of this study, this problem can be connected to the results revealed in this study. the lack of resources and foundation of the study may be the reason why there is a poor acquisition of the basic foundational literacy skills of the students.

The reason is that some schools lack the resources and the right foundation in implementing this program makes it hard for them to improve the literacy skills of the students. Aside from that, it has also been mentioned in this study that the lack of parental support is also the main concern of teachers. As the saying goes, learning goes beyond the four walls of the room because it also extends to the household. If parents of the students are not so academically involved in their children, then that also may be the reason why students find it hard to improve their literacy and reading skills. Different research and studies have shown the power of parental involvement of parents. For instance, Shahzad (2020) highlighted the impact of parental involvement on students' academic performance in school.

Proposed Innovative Reading Strategies to Enhance the Implementation of Catch-Up Fridays

The aforementioned findings propelled the researcher to propose innovative reading strategies to enhance the implementation of Catch-Up Fridays. Guided by the primary goal of Catch-Up Fridays, which is to promote literacy and numeracy among learners, the researcher proposed the adoption of video-based reading as a reading strategy. The work of Tumalak et al (2022) looked into the effectiveness of the video-based Marungko Approach in remedial reading. This vouched for the desire of the current researcher to consider the said reading strategy in the Catch-Up Friday.

Theoretical Implication

The findings highlight the crucial connection between organized intervention programs and adaptive educational approaches, which support constructivist and sociocultural learning theories. From a constructivist standpoint, teachers' active adaptation of Catch-Up Fridays, through various reading strategies and continuous feedback mechanisms, exemplifies the dynamic process by which educators construct meaning and refine instructional approaches in response to learners' changing needs and contexts. The use of a variety of reading strategies, ranging from Guided Reading and Read-Aloud to more interactive practices such as Paired Reading and Sight Word Recognition, emphasizes the importance of differentiated instruction tailored to different literacy levels, which is consistent with Vygotsky's Zone of Proximal Development (ZPD) and scaffolding.

Furthermore, teachers' collaborative efforts and responses to students' achievement exemplify sociocultural theory, which holds that social contact and

cultural instruments facilitate learning. Catch-Up Fridays are so more than just a literacy intervention; they are also a space for professional cooperation and pedagogical creativity, where instructors and learners co-create knowledge. The use of new tactics such as Game-Based Reading and Multisensory approaches is consistent with multimodal literacy theory, which broadens the concept of literacy beyond traditional reading and writing by embracing the relevance of various sensory and digital modalities in learning.

The highlighted problems, such as core literacy deficiencies, inadequate family support, and resource limits, point to structural imbalances that have an impact on program efficacy. These findings hint at a broader theoretical consequence about the need for ecological educational models that take into account the interaction of family, school, and community factors in determining literacy development. As a result, while Catch-Up Fridays shows promise for improving reading fluency, comprehension, and learner engagement, their success is dependent on broader systemic support and professional development, emphasizing the importance of an integrated, context-sensitive approach to literacy interventions.

Practical Implication

The implementation of Catch-Up Fridays has important practical consequences for classroom instruction, school-wide literacy planning, and educational policy. First, the success of many reading strategies, such as Guided Reading, Read-Aloud, Independent Reading, and Paired Reading, shows the need to use multiple, adaptable techniques that are suited to learners' specific reading skills and requirements. Teachers and school administrators should prioritize professional development that provides educators with a range of reading interventions, including phonics-based and comprehension-focused treatments, to improve fundamental literacy.

Second, the emphasis on continual assessment and feedback highlights the significance of responsive teaching. Teachers should be encouraged to use formative assessment tools on Catch-Up Fridays to monitor student progress in real time and adapt the curriculum as needed. Sharing best practices and fostering collaboration among educators can improve the program's uniformity and effectiveness.

Third, the implementation of novel strategies, such as Video-Based Reading, Game-Based Reading, and

Interactive Storytelling, creates actionable paths for making reading more enjoyable and accessible, especially for reluctant or struggling readers. Integrating these tactics can promote motivation, improve reading confidence, and broaden learning opportunities.

However, practical issues such as learners' low foundational literacy, limited home support, a shortage of materials, and insufficient training must be addressed for long-term implementation. School administrators and policymakers should provide resources for teacher training, instructional materials, and expanded reading time during the school day. Involving parents and caregivers in literacy workshops or take-home reading kits can help to bridge the gap between home and school support.

Overall, Catch-Up Fridays is a scalable and adaptable literacy intervention with a high potential for improving reading outcomes, particularly when implemented with adequate training, resources, and community support.

Limitations of the Study

While the findings give useful information about the implementation and impact of Catch-Up Fridays, many limitations should be noted. The restricted number of participants is a potential weakness of this study.

The study is mostly focused on teachers' narratives, which, while detailed, may not accurately reflect the perspectives of all stakeholders, particularly students and parents. As a result, comprehension of the program's effectiveness is primarily focused on the educators' perspectives, which may neglect learner-specific and home-based factors.

The study's location is focused on a certain grade level, and only limited data is offered. The statistics reflect the realities of a specific educational context, which may restrict the generalizability of the findings. Factors like as school resources, teacher skill, class sizes, and community support may vary dramatically among locations or settings, affecting the intervention model's transferability.

The triangulation approach, which ensured the validity and trustworthiness of data was not carefully followed. The study is mainly based on self-reported data from teachers, which may be prone to distortion, such as social desirability bias and selective recall. Teachers may unintentionally exaggerate successful solutions or underreport obstacles, compromising the objectivity of the findings.

The restricted data coverage, which focused on a year of program implementation, is prone to bias. The study did not look at the long-term effects of the Catch-Up Fridays intervention. While rapid improvements in reading comprehension and engagement have been recorded, there is little evidence of long-term literacy benefits or academic success

Future Research Direction

Based on the study's findings and limitations, many directions for future research are proposed to deepen understanding and improve the effectiveness of Catch-Up Fridays as a literacy intervention.

The inclusion of learner and parent viewpoints is a critical component to integrate. Future research should include the perspectives of students and parents in order to acquire a more comprehensive picture of Catch-Up Fridays. Exploring learners' experiences, levels of engagement, and perceived development, as well as parental involvement and support at home, would provide a more complete picture of the intervention's impact. Provide thorough quantitative data.

To increase the evidence foundation, future studies should use quantitative methodologies such as pre- and post-intervention assessments, standardized reading scores, and attendance records. This would enable a more objective assessment of improvement in reading fluency, comprehension, and general literacy development.

Data treatment based on three or five years of Catch-Up Friday deployment. Longitudinal studies could help determine the long-term effects of Catch-Up Fridays. Tracking students' reading progress, academic achievement, and motivation over time might assist in assessing the program's long-term success and scalability.

Involvement of other types of schools and grade levels in the conduct of the inquiry into the impact of Catch-Up Fridays. Experimental or quasi-experimental study approaches, such as control-group studies, could assist in distinguishing the impacts of Catch-Up Fridays from other factors influencing literacy development. Comparing outcomes in schools that adopt the program to those that do not may provide more causal proof of its influence.

Evaluation of the effectiveness of the proposed creative strategies. More study is needed to test and assess the proposed creative tactics, such as Game-Based Reading,

Video-Based Reading, and Multisensory Approaches, in real-world classroom settings. Investigating their practicality, effectiveness, and learner reception will help determine how to best integrate them into Catch-Up Fridays.

The efficiency and effectiveness of Catch-Up Fridays are influenced by their context and policy. Finally, future research might look into how broader systemic variables like school finance, curriculum design, and educational policy promote or undermine the success of programs like Catch-Up Fridays. Understanding these dynamics can help with strategic planning and resource allocation.

VI. CONCLUSIONS

From the findings, the following conclusions were drawn: (1) The teachers' narratives highlighted a multifaceted engagement with Catch-Up Fridays, emphasizing their adaptation to its framework, active assessment practices, collaborative efforts, strategies for pupil engagement, and the use of feedback to continuously improve its implementation. (2) Teachers employ variety of reading activities during the implementation of Catch-Up Fridays. Guided Reading Sessions, Read-Aloud, and Independent Reading are among the most frequently used, followed by strategies like Paired Reading, Sight Words Recognition, and Small Group Reading. Phonic-based and Comprehension-Focused Discussions were also utilized, though less commonly. (3) Catch-Up Fridays as an intervention improves the reading fluency, enhance comprehension, and encourage responsiveness during comprehension checks. Additional influences include better decoding and word recognition skills, increased reading confidence, greater motivation to read, smoother transitions in reading levels, and improved classroom participation. (4) Teachers identify several key issues in the implementation of Catch-Up Fridays. The most pressing concerns are learners' poor foundational literacy skills and limited parental support at home. Other significant challenges include limited funding, lack of instructional materials, and insufficient time for reading activities. Teachers also noted increased workload, limited training on the program, and conflicts with regular class schedules. Meanwhile, learner passivity and the time-consuming nature of preparing materials are among the least cited concerns (5) The proposed innovative strategies, such as Video-Based Reading, Game-Based Reading, Interactive Storytelling, Multisensory Strategy, and the Science of Reading --, aim to enhance the effectiveness of Catch-

Up Fridays by making reading more engaging and accessible for learners.

VII. RECOMMENDATIONS

Based on the conclusions, the following recommendations are given: (1) Catch-Up Fridays be implemented in school with a focus on effective assessment, collaboration, pupil engagement, and the use of feedback for ongoing improvement. (2) Teachers have to continue using a variety of reading activities, while also encouraging the increased use of less commonly applied strategies like Phonic-Based and Comprehension-Focused Discussions to support diverse learning needs. (3) Catch-Up Fridays be sustained and further enhanced, as it effectively supports pupils' reading development, boosts their confidence, and promotes active participation in literacy activities. (4) Valuable support be provided to address the key challenges identified by teachers, such as strengthening foundational literacy skills, increasing parental involvement, providing sufficient resources and training, and ensuring adequate time for reading activities. (5) The proposed innovative reading strategies be integrated into Catch-Up Fridays to make reading activities more engaging, accessible, and effective for all learners.

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