



Uncovering the Impact: Teachers Lived Experiences with Catch-Up Friday

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ABSTRACT

Catch-Up Friday is an important program of the Department of Education (DepEd) for improving reading and learning skills, especially among students who are academically behind. This qualitative phenomenological research explored the lived experiences, challenges, coping strategies, insights, and guidelines of the eight public elementary school teachers implementing the Catch-Up Friday in New Bataan District, Davao de Oro, for the school year 2024-2025. Data and information were gathered using in-depth interviews. The findings revealed that the challenges encountered by teachers include issues in communication and coordination, rescheduling adjustments, insufficient resources, overlapping schedules, lack of clarity in implementation, learners find the program boring, preparation of differentiated activities, and learners' academic and behavioral problems. The mechanisms utilized by teachers to overcome these challenges include time management, employing differentiated instruction, having a supportive working environment and colleagues, sharing personal challenges and seeking support from colleagues, fostering open communication and collaboration, classroom management, and being flexible. The findings also revealed that to address the challenges, teachers became positive in implementing the program, developed effective strategies, planned ahead, managed time properly, made use of the available materials, used peer tutoring, and employed a structured but flexible scheduling. This paper concluded with the recommendation that teachers should focus on developing engaging and differentiated activities tailored to students' interests to mitigate boredom and improve learning outcomes. School heads need to ensure effective communication and coordination among teachers, while also providing adequate resources and support for the program's implementation. Moreover, DepEd officials should offer clear guidelines and continuous training to help teachers and school heads address challenges and enhance the effectiveness of the program.

Keywords: educational administration, Catch-Up Friday, challenges, coping mechanisms, insights, phenomenological research

1. Introduction

1.1 Rationale

Catch-Up Friday functions as a crucial initiative to enhance reading and learning, especially for learners who are academically disadvantaged. The initiative allocates Fridays for focused reading exercises and knowledge assessments, with the objective of closing learning gaps. Nonetheless, despite its advantages, there are apprehensions over its overall efficacy in enhancing student engagement and teacher readiness (Saro, et al., 2024).

In Zambia, Africa, the efficacy of similar catch-up initiatives is constrained by factors such as insufficient funding, a deficiency of qualified teachers, and weak connections to the community. Also, the students' aversion to participating in additional learning sessions diminishes the effectiveness. The augmented burden has resulted in fatigue among both teachers and students, impeding motivation and anticipated results. Furthermore, overarching issues, such as inequities in educational infrastructure, persistently hinder these initiatives (Chanda, 2024).

In the Agusan del Sur, Philippines, there have been varied reactions to the Catch-Up Friday program. Although it seeks to address pressing literacy needs, teachers have observed a lack of suitable preparation and limited resources, prompting worries regarding sustainability. Some teachers have proposed stopping the program because of its burden on both learners and teachers (Saro, et al., 2024).

In New Bataan, Davao de Oro, the implementation of Catch-Up Friday has challenges due to resource constraints and physical obstacles. Teachers have difficulties due to insufficient instructional assistance, resources, and student participation, highlighting the necessity for customized solutions that address specific local issues. In our school, one major problem is the diverse interpretations of the purpose of Catch-Up Fridays, leading to inconsistencies in how the program is implemented across grade levels, which undermines its effectiveness. Another problem is that numerous students encounter difficulties with fundamental reading and comprehension skills, which hinder their ability to effectively capitalize on the activities intended to enhance these areas on Catch-Up Fridays.

The existing research gap has driven the researcher to undertake this study, highlighting the urgent need to address the challenges teachers face when implementing Catch-Up Friday. These challenges can negatively impact both teacher performance and student learning outcomes. As the emphasis on quality education continues to grow, it becomes crucial to understand teachers' real-world experiences and struggles with the program. Research in this area aims to find solutions to these issues, improve the overall teaching-learning process, and effectively close students' learning gaps.

1.2 Research Questions

This phenomenological study sought to provide answers to the following research questions:

1. What are the lived experiences of teachers who are implementing Catch-Up Friday?
2. What specific challenges do teachers face in implementing Catch-Up Friday?
3. How do teachers cope with the challenges in implementing Catch-Up Friday?
4. What are the insights of the teachers that can be shared with others who also experienced challenges in implementing Catch-Up Friday?
5. What suggestions can teachers share to improve the implementation of Catch-Up Friday?

1.3 Review of Related Literature

This section presents a comprehensive literature review of the different studies that can be related to the research. The literature review provides a precise description and concise review of the research outcomes, which serves as a source of inspiration and guidance for the study.

Catch-up Friday. The Department of Education (DepEd) introduced the Catch-Up Friday initiative to help students overcome learning gaps and improve their reading skills across elementary and secondary schools. Every Friday is dedicated to focused reading sessions, along with lessons on values education, peace-building, and health awareness. This program aims to provide students with consistent, structured time to rebuild foundational skills that were disrupted during the COVID-19 pandemic. The program is implemented nationwide, including in community learning centers, as part of the larger National Reading Program (NRP) (Dela Rosa, 2024).

Catch-Up Friday is designed to support teachers in addressing students' unique learning needs through personalized interventions and remediation. It creates a more relaxed learning atmosphere, allowing teachers to use varied teaching methods to assist students effectively. This initiative also promotes DepEd's broader objective of holistic development by weaving social and health topics into the curriculum to ensure both academic growth and overall well-being for students (DM No. 1, 2024).

Moreover, Dela Rosa (2024) emphasized that Catch-Up Friday is a program aimed at boosting literacy and overall student development in response to the learning setbacks brought about by the COVID-19 pandemic. This initiative sets aside every Friday of the school year for activities focused on reading, values education, peace-building, and health awareness. It targets both elementary and secondary students, providing a consistent opportunity to rebuild essential skills affected by remote learning and limited access to resources during the pandemic. By dedicating one day each week, DepEd seeks to offer structured avenues for educational recovery and personal growth.

Catch-Up Fridays involve a mix of remedial reading sessions, small group discussions, and one-on-one tutoring. Teachers may facilitate reading circles where students read, discuss, and understand age-appropriate texts, improving both comprehension and active engagement. Additionally, activities like role-plays and collaborative projects are included to emphasize values such as empathy, teamwork, and peace (Magsambol, 2024).

The program's flexible design allows schools to tailor activities based on their students' needs. For instance, schools with lower literacy levels might dedicate Fridays primarily to reading interventions, while others may focus more on peace-building or health education. Community learning centers are also part of the program, offering educational materials and trained facilitators for students in remote areas (DM No. 001, 2024; Razon, 2024).

Furthermore, Dela Rosa (2024) noted that Catch-Up Friday represents an innovative approach to bridging learning gaps in the post-pandemic era. It promotes holistic student development by integrating core academic skills with social and health education, ensuring a more balanced educational experience. However, its success depends on strong teacher training, adequate resources, and active community involvement, making continued support and monitoring by DepEd essential.

Needless to say, the "Catch-Up Friday" initiative has had several positive effects on student learning. One of the main outcomes is improved reading skills, as it provides focused time for reading and comprehension activities. Teachers have noticed progress in students' reading speed, understanding, and overall engagement due to these dedicated sessions. The program also helps close learning gaps by adding instructional time and adjusting teaching methods to better fit individual needs. This personalized approach fosters critical thinking and problem-solving, boosting both academic performance and personal growth. Additionally, Catch-Up Friday promotes a well-rounded development by integrating lessons on values, peace-building, and mental health awareness. These activities contribute to a more inclusive learning environment, enhancing students' social skills and emotional well-being (Abejo, et al., 2024; DM No. 1, 2024; Saro, et al., 2024).

Specifically, the impact of Catch-up Friday includes improved student reading skills, enhanced learner engagement, increased instructional flexibility for teachers, improved teacher-student interaction, and support for teacher's professional growth (Espinosa, 2024; Requillo, et al., 2024)

The Catch-Up Friday program was created to help combat the drop in reading skills among students, a consequence of disruptions caused by the COVID-19 pandemic. By setting aside one day each week specifically for reading, the program offers students a dedicated time to improve their literacy skills without distractions. Structured reading interventions like this one are effective in boosting reading speed and comprehension, as they create a focused yet comfortable setting for students to immerse themselves in texts. This setup helps students develop consistent reading habits and regain foundational literacy skills that may have been lost during remote learning periods (Main, Hill, & Paolino, 2023; Saro, et al., 2024).

The program also aims to build students' confidence. As they become more familiar with reading and see tangible improvements, their self-confidence grows. This is crucial because confident students are more likely to attempt more challenging texts and engage in discussions. Building confidence through reading programs leads to better engagement and a more positive attitude toward learning. Overall, "Catch-Up Friday" has been an effective strategy for closing learning gaps and reinforcing essential literacy skills among students (Dela Rosa, 2024).

On the other hand, the variety of reading and learning activities offered during Catch-Up Friday makes the experience more engaging and interactive for students. Apparently, students react positively to diverse reading exercises, as these activities break the routine of traditional lessons and promote active involvement. This method not only maintains student interest but also accommodates different learning preferences, making reading sessions more inclusive. Activities such as group reading, storytelling, and comprehension games have been particularly effective in keeping students engaged while boosting their literacy skills (Saro, et al., 2024).

In addition, these dynamic activities help create a positive learning environment, which is crucial for student development. When students feel safe, supported, and motivated, they are more likely to take ownership of their learning journey. As they find enjoyment in the process, they become more committed to improving their skills, showing a greater willingness to participate and tackle challenges. This sense of responsibility fosters both confidence and independence, aligning with broader educational goals that aim to cultivate lifelong learners (Prieur, 2022).

Furthermore, the Catch-Up Friday program offers teachers greater flexibility in their teaching methods, enabling them to adapt strategies to meet students' needs more effectively. By having a day set aside each week, teachers can explore personalized teaching techniques that accommodate different learning styles. This approach not only supports a more inclusive classroom environment but also helps manage the diverse academic abilities within the group. Teachers can use this dedicated time to review student progress and adjust lessons, resources, and activities to enhance engagement and learning outcomes (Requillo, et al., 2024).

Additionally, Catch-Up Fridays help teachers identify and address individual student challenges more effectively. In a focused setting, teachers can pinpoint specific issues, such as difficulties with reading comprehension or writing skills. This dedicated time allows for one-on-one interventions, providing opportunities for tailored support and motivation. Teachers have reported better communication with students and greater success in bridging learning gaps as a result of this focused approach (Requillo, et al., 2024).

Moreover, Catch-Up Friday program strengthens teacher-student communication by setting aside time for individual interactions. This dedicated time allows teachers to provide personalized feedback tailored to each student's specific needs. These one-on-one exchanges create a supportive learning environment, making students more comfortable discussing their academic challenges openly. When teachers can offer individualized guidance, it not only aids academic growth but also enhances students' working memory and critical thinking abilities (Sankalaite, et al., 2023).

Robinson, et al. (2023) underscored that Catch-Up Fridays contribute to students' social development by encouraging teachers to provide both academic and emotional support. This holistic approach fosters trust and rapport, which are essential for boosting student confidence and motivation. Consistent teacher-student interactions have been shown to improve students' self-esteem and emotional well-being, leading to better engagement and a more positive learning experience.

More so, Catch-Up Friday program plays a vital role in supporting teachers' professional growth by giving them dedicated time to refine their teaching methods. By focusing on individual student needs, teachers can try various approaches, such as differentiated instruction, personalized feedback, and customized learning plans. This experience encourages reflective teaching, allowing teachers to identify the most effective strategies for enhancing literacy and student engagement. As teachers adapt and improve their methods, they foster a growth mindset, inspiring them to continually explore new ways to meet the diverse needs of their students in the classroom (Requillo, et al., 2024).

In addition, Catch-Up Fridays enhance teacher collaboration, contributing further to professional development. Teachers can exchange strategies, share resources, and offer feedback, creating an environment of ongoing learning and innovation. This teamwork not only sharpens professional skills but also increases job satisfaction, as teachers see their efforts translating into student progress. Apparently, Catch-Up Fridays positively impact teacher morale and motivation, as teachers observe significant improvements in addressing learning gaps. These successes reinforce their dedication to high-quality education and continuous professional growth (Saro, et al., 2024).

Teacher's Experiences in Implementing Catch-up Friday. Teachers implementing the Catch-Up Friday program have experienced a mix of benefits and challenges. On the positive side, the program has led to noticeable improvements in students' reading abilities and engagement, effectively addressing educational gaps (Dela Rosa, 2024). However, teachers have also faced difficulties, such as covering personal expenses for materials like photocopies and needing more support and training to effectively deliver the program (Rafanan, et al., 2024). Newer teachers, in particular, found it challenging to adapt to the program's demands during the initial months. While the benefits of Catch-Up Fridays are widely recognized, providing adequate training and resources is critical to ensure its continued success and reduce the burden on teachers (Requillo, et al., 2024).

Several research noted that teachers' experiences in implementing Catch-up Friday include improved student support, collaboration, and best practices, resource and training challenges, and variety in learning activities (Magsambol, 2024; Requillo, et al., 2024; Saro, et al., 2024).

A major benefit observed by teachers implementing the Catch-Up Friday program is the improvement in student support. The program's structured approach allows teachers to spend more time addressing individual student needs through targeted feedback and personalized guidance. With dedicated time for one-on-one and small group interactions, teachers can offer more tailored support, which helps boost student confidence and participation. This personalized attention has created a more encouraging and positive classroom environment, making students feel more supported by their teachers (Bacelonia, 2024; Espinosa, 2024).

Additionally, Labad (2024) stated that teachers have also noted that Catch-Up Fridays have been effective in addressing learning gaps, especially in reading comprehension—an area that suffered during the pandemic. By reserving a day specifically for catch-up activities, teachers can focus on reinforcing foundational reading skills. This approach not only increases student engagement but also improves comprehension and performance across other subjects. Consistent review and practice of core skills have proven to be particularly useful in closing educational gaps, leading to overall better academic outcomes.

Moreover, one of the significant experiences teachers encountered during the implementation of Catch-Up Fridays is the increased collaboration among teachers. The program encouraged teachers to work closely with one another, sharing insights and effective strategies for bridging student learning gaps. This teamwork enabled teachers to refine their teaching methods and adapt their interventions to better meet the unique needs of their students. Through regular meetings and workshops, teachers were able to identify shared challenges and develop collective solutions, fostering a supportive environment that enhanced their instructional practices (Magsambol, 2024).

In addition, the emphasis on sharing best practices played a crucial role in the success of Catch-Up Fridays in schools. Teachers participated in collaborative planning sessions where they discussed strategies to boost student engagement and improve learning outcomes. These discussions helped ensure the program was implemented consistently across different schools while still allowing room for adjustments based on specific school needs. This focus on professional development and teamwork not only enhanced the quality of teaching but also promoted a culture of continuous growth and improvement among teachers (Requillo, et al., 2024).

On the other hand, one major challenge teachers faced while implementing Catch-Up Fridays is the shortage of resources. While the program aims to address learning gaps, a lack of essential teaching materials, such as reading aids and supplementary tools, limited its effectiveness. This scarcity made it difficult for teachers to offer well-rounded support to students with diverse learning needs. As a result, teachers had to be resourceful, modifying existing materials or creating makeshift resources, which impacted both consistency and instructional quality (Rominimbang, et al., 2024).

More so, another issue is the insufficient training provided to teachers. The program's success relies heavily on teachers' ability to apply differentiated instruction effectively, but many reported not receiving adequate training for this. The lack of preparation hindered teachers from utilizing diverse teaching strategies and adapting lessons as needed. This inconsistency led to varied outcomes across schools, affecting the program's overall effectiveness. Several studies highlight the importance of comprehensive training and ongoing professional development to enhance teachers' skills and ensure the program meets its objectives (Requillo, et al., 2024).

During the implementation of Catch-Up Fridays, teachers incorporated a variety of activities to engage students more effectively. These ranged from interactive reading sessions and group discussions to hands-on projects, storytelling, and role-playing. This diverse approach allowed teachers to address different learning styles, making lessons more dynamic and enjoyable. As a result, students found learning to be more engaging and less of a chore. Varied approach helps increase student participation, as it makes lessons feel more relatable and appealing (Saro, et al., 2024).

Further, the use of different activities during Catch-Up Fridays also led to better academic results. Games, reading challenges, and interactive discussions helped reinforce foundational skills in a fun and accessible manner. This not only aided students in understanding complex concepts but also motivated them to take a more active role in their learning. Consequently, students showed improved performance not just in reading but across other subjects. Teachers observed that this approach not only boosted academic outcomes but also fostered a more positive attitude toward learning among students (Malipot, 2024).

Challenges in Implementing Catch-up Friday. Implementing Catch-Up Friday comes with a set of challenges that affect how well it works in practice. Although the program aims to boost student learning by dedicating extra time for skill-building, teachers encounter difficulties such as limited resources, heavier workloads, and coordination issues. These obstacles make it harder to run the program smoothly, impacting teachers' ability to consistently deliver effective catch-up sessions. Specifically, teachers experience increased workload, resource constraints, scheduling and logistics, and lack of training (Requillo, et al., 2024).

Increased Workload. One of the major challenges teachers encounter with Catch-Up Fridays is the increased workload that comes with planning and preparation. The initiative requires teachers to create varied learning activities tailored to individual student needs, which demands considerable time and effort. They need to craft engaging lessons, assessments, and differentiated materials that cater to diverse learning levels, all while handling their regular teaching duties. Balancing these added demands with everyday tasks can be overwhelming, potentially affecting the quality of instruction (Pabroa, 2024).

Furthermore, the additional workload linked to Catch-Up Fridays often leads to stress and burnout among teachers. Having to juggle both regular classes and catch-up sessions means many teachers extend their working hours to meet expectations. This added strain not only results in physical fatigue but also impacts teachers' mental well-being. Hence, managing stress is essential for maintaining productivity and sustaining passion for teaching. If not

addressed, the stress from increased workload can reduce teacher effectiveness and negatively impact student outcomes, underscoring the need for better support and resources to ensure successful program implementation (Osuba, 2022).

In addition, one of the main challenges teachers encounter with Catch-Up Friday is the shortage of suitable learning materials. This initiative relies on a variety of instructional resources designed to meet diverse student needs, but often, teachers find themselves limited by a lack of resources. As a result, they have to spend extra time creating or modifying materials to fill in these gaps, which adds to their already packed schedules. When resources are insufficient, it becomes challenging to maintain consistent quality across sessions, leading to different learning outcomes for students (Pabroa, 2024).

More so, inconsistent instructional quality due to these resource limitations can also impact how engaged students are and how well they understand the content. If materials are not standardized or thoughtfully prepared, some students might miss out on the benefits of these catch-up sessions, creating potential learning gaps. Teachers often need to invest additional time tailoring lessons, which, while helpful, can lead to a lack of uniformity in teaching across different classrooms. Furthermore, makeshift materials usually don't match the effectiveness of professionally developed resources, which can hinder the overall success of the program and student progress (Requillo et al., 2024).

Another challenge teachers encounter with Catch-Up Fridays is the challenge of scheduling and logistics. Adding a catch-up day to the school week can disrupt established routines, necessitating careful planning to balance all subjects and activities effectively. It can be tricky to coordinate Catch-Up Fridays with ongoing lessons and extracurricular activities, as this may clash with other scheduled commitments, leading to confusion and complicating time management for both teachers and students. Consequently, the program may not achieve its intended effectiveness (Cosio, 2024).

In addition, logistical issues can also impact student engagement on Catch-Up Fridays. When schedules are inconsistent or not communicated clearly, students might find it hard to adjust, resulting in lower participation and diminished interest in the activities. Furthermore, the extra coordination required can hinder teachers from fostering a positive learning atmosphere, as they must navigate the needs of various classes while ensuring adequate support for all students. To enhance the implementation of the program, schools should establish clear scheduling guidelines and allow for flexibility, enabling teachers to customize sessions to better address student needs without disrupting the regular school schedule (Cosio, 2024).

Another obstacle for teachers implementing the Catch-Up Friday program is the lack of adequate training. Many teachers express that the training they receive is often too brief or overly general, leaving them ill-equipped for the program's specific requirements. This shortfall in professional development restricts their ability to use a variety of teaching strategies that meet the diverse learning needs of students during these catch-up sessions. As a result, their effectiveness in engaging students, especially those who struggle with reading and foundational skills, is compromised, diminishing the potential impact of the program (Chi, 2024).

Additionally, without proper training, teachers find it difficult to manage the extra demands that Catch-Up Fridays bring. The program necessitates a different teaching approach, often involving personalized interventions and creative activities designed to better engage students. However, many teachers lack the skills to adapt quickly to these new challenges, leading to inconsistent implementation across different schools. As they try to juggle these new responsibilities with their regular workloads, insufficient training increases stress levels and hampers the delivery of the program. To remedy this situation, there is a pressing need for more focused and ongoing professional development that equips teachers with the essential skills and strategies for effective implementation (Pabroa, 2024).

Strategies to Address Challenges in Implementing Catch-up Friday. To effectively implement Catch-Up Friday, teachers have developed various strategies and coping mechanisms to address the challenges they face. These strategies aim to overcome resource limitations, increased workload, and logistical issues while maintaining a focus on student engagement and academic improvement. Teachers' flexibility and adaptability play a significant role in implementing these solutions, ensuring the program's goals are met despite challenges (Rafanan, et al., 2024; Requillo, et al., 2024).

Strategic planning is essential for teachers looking to navigate the challenges of implementing Catch-Up Friday effectively. By preparing lessons in advance and dividing them into manageable sections, teachers can concentrate on specific skills each week, which makes their workload more manageable. This approach enables teachers to align activities with clear objectives, which ensures that lessons address student needs and fill learning gaps. With this structured method, teachers can focus on the most important learning areas, which minimizes the time spent on last-minute lesson planning and enhances classroom management (Kampen, 2024).

Moreover, strategic planning alleviates the stress of creating a variety of activities while boosting the overall effectiveness of the program. By establishing clear weekly goals and organizing resources accordingly, teachers foster a more structured learning environment that supports steady progress among students. This strategy keeps students engaged and allows teachers to better track individual progress. Additionally, breaking complex lessons into smaller parts facilitates differentiated instruction, making it simpler to cater to different learning styles and levels. This careful, step-by-step planning leads to more successful outcomes and more sustainable program implementation (Alber, 2014).

Collaboration among teachers is vital for successfully navigating the challenges of Catch-Up Fridays. By working together, teachers can share resources, lesson plans, and effective teaching methods. This collaborative approach not only lightens individual workloads but also provides a diverse array of materials that better meet the needs of students. Through joint planning, teachers can enhance one another's ideas, resulting in more innovative and comprehensive lesson plans. Such teamwork boosts the overall effectiveness of the program, which ensures that students receive consistent, high-quality instruction across different classrooms (Pacana & Cabaguing, 2024).

Further, collaboration nurtures a sense of community among teachers, which is essential for emotional support and resilience. Working alone can be disheartening, particularly with the added responsibilities of Catch-Up Fridays. Regular conversations with peers enable teachers to address challenges

together, whether related to student engagement or logistical issues. This support system enhances teachers' well-being, lowers stress levels, and fosters a positive school environment, ultimately improving the program's implementation and student outcomes (Requillo et al., 2024).

The integration of technology has become essential for teachers implementing Catch-Up Friday. Digital tools allow teachers to develop engaging and interactive content like multimedia lessons, educational games, and virtual quizzes, which captures students' attention and makes learning more enjoyable. By utilizing platforms such as educational apps, video tutorials, and online worksheets, teachers can deliver lessons more efficiently, even in resource-constrained environments. This method not only saves preparation time but also provides flexibility, enabling teachers to quickly adjust materials based on student feedback and progress (Pacana & Cabaguing, 2024).

In addition, technology supports differentiated instruction, a key component of Catch-Up Friday, by tailoring lessons to meet diverse student needs. Digital resources enable teachers to create personalized learning experiences, including interactive reading activities and customized exercises that cater to various learning speeds and styles. Online assessments and analytics tools help teachers track student progress in real-time, allowing for timely support for those who need it. By incorporating technology into their teaching methods, teachers can effectively manage lessons while enhancing the program's overall inclusivity and effectiveness (Nwoko et al., 2024).

Continuous Professional Development (CPD) is essential for helping teachers effectively implement Catch-Up Friday. Through regular training sessions and workshops, teachers learn new instructional strategies and best practices that enhance their teaching skills. These programs typically emphasize differentiated instruction, classroom management, and the effective use of digital tools. This continuous learning prepares teachers to lead engaging and impactful Catch-Up Friday sessions, specifically designed to address learning gaps and boost student performance (Requillo et al., 2024).

Additionally, CPD not only refines teaching methods but also builds teacher confidence. With access to innovative tools and techniques, teachers feel more equipped to meet the diverse needs of their students during Catch-Up Fridays. This increased confidence leads to better lesson delivery, improved classroom interactions, and heightened student engagement. CPD also promotes collaboration among teachers, as they share insights and strategies gained from workshops, which enhances the overall effectiveness of the program. Moreover, ongoing training enables teachers to adapt to the changing challenges in education, making Catch-Up Friday a more sustainable and impactful initiative (Requillo et al., 2024).

Cultivating a positive mindset is essential for teachers navigating the challenges of Catch-Up Friday. This perspective enables teachers to see obstacles as chances for growth instead of barriers. By keeping an optimistic attitude, teachers can stay motivated and focused, which is crucial for managing varied classroom dynamics and addressing learning gaps. A positive mindset not only alleviates stress but also boosts problem-solving skills, allowing teachers to adapt their approaches creatively to meet student needs and address unexpected issues during Catch-Up Fridays (Espinosa, 2024; Requillo et al., 2024).

Additionally, a positive mindset fosters resilience, helping teachers keep students engaged. When teachers display enthusiasm and confidence, students are likely to reflect those attitudes, leading to greater participation and success of the program. This resilience empowers teachers to cope with unforeseen challenges and helps maintain momentum throughout Catch-Up Fridays. Teachers who adopt this positive outlook can cultivate a supportive and collaborative classroom environment that promotes student learning and personal growth for themselves as well (Pacana & Cabaguing, 2024).

Implementing Guidelines for Catch-Up Friday. The Catch-Up Friday initiative aims to bridge learning gaps, with a strong focus on improving reading skills. It was introduced to tackle the decline in students' reading comprehension, a problem worsened by the disruptions of the COVID-19 pandemic. Under this program, Fridays are dedicated to activities such as reading exercises, remedial classes, and teacher collaboration to enhance student learning (Dela Rosa, 2024).

Moreover, every Friday of the school year will be dedicated to Catch-up Fridays, with the first half of the day focused on implementing the National Reading Program (NRP) and the second half aimed at promoting Values, Health, and Peace Education. The Homeroom Guidance Program (HGP) will also be integrated into the Catch-up Fridays schedule. The time allocated for each learning area on Fridays will focus on improving learners' knowledge, skills, and appreciation of reading, as well as values, health, and peace education. Monthly themes or subthemes for Values, Health, and Peace Education will be guided by the basic education curriculum framework and standards. Teachers may refine or add subthemes, but these must remain aligned with the quarterly themes (DM No.1, s. 2024).

Further, teachers should adopt an integrative teaching approach, where content from any subject can serve as a platform for enhancing learners' reading skills. For instance, health-related topics can be incorporated into Science to deepen understanding of health concepts. Similarly, Peace Education can be integrated into Technology and Livelihood Education (TLE) to help students explore the use of technology in conflict resolution, communication, and community building. Catch-Up Fridays will not be graded. Instead, their primary goal is to strengthen learning. Individual progress will be tracked through learners' Reflection Journals, which document reading experiences, insights, and appreciation of Values, Health, and Peace Education. Students may also express their learning through various written forms, such as stories, journals, personal essays, and creative outputs that capture their unique experiences (DM No. 1, s. 2024).

Moreover, a key feature of the program is its focus on individualized and small-group instruction, which helps address the unique needs of each student. Teachers evaluate students' skill levels and create activities to strengthen their foundational literacy. Engaging methods, such as storytelling and guided reading, make learning more interactive and enjoyable (Requillo, et al., 2024).

Moreover, teacher collaboration is another cornerstone of the program. Educators are encouraged to use Fridays for planning and exchanging effective strategies, fostering professional growth and consistent implementation across schools (Magsambol, 2024). To ensure success, schools track student

progress through regular assessments and reports. These evaluations provide valuable insights to fine-tune teaching approaches and address persistent learning difficulties (Pabroa, 2024).

However, the program is not without challenges. Teachers face increased workloads, and some schools lack resources to fully implement the initiative. Additional support, such as professional development opportunities and improved access to materials, is crucial to overcoming these obstacles (Pabroa, 2024).

Overall, Catch-Up Fridays is a creative solution to education setbacks, particularly in reading. Through targeted interventions, teacher collaboration, and ongoing evaluation, the program provides meaningful support for learners while addressing systemic educational issues.

1.4 Theoretical Lens

This study was anchored on the Goal-Setting Theory (GST) of Motivation of John Locke (1960) which emphasizes that setting specific and challenging goals, coupled with feedback, can significantly improve motivation and performance. When teachers are given clear and measurable goals, their motivation to succeed and overcome obstacles is heightened. This theory is particularly relevant when considering the implementation of Catch-Up Friday, as it emphasizes the importance of aligning teachers' objectives with the overall aim of reducing learning gaps. In this context, teachers' engagement with the program is likely to be higher when they are presented with clear, achievable targets, such as addressing specific gaps in students' learning by the end of each session.

Moreover, the teachers' experiences and challenges can be seen through the lens of GST, as they face the task of meeting the expectations set for these intervention sessions. If the goals for these sessions are seen as specific, challenging, and relevant, teachers are more likely to remain motivated despite the challenges posed by the extra workload. More so, the theory underscores the need for continuous feedback, both for teachers and students, to evaluate progress and refine strategies in real-time.

Further, the theory's relevance in Catch-Up Friday lies in how it can inform the structure and expectations of the program. By setting concrete goals, such as measurable improvement in student performance, and providing teachers with ongoing support and feedback, the initiative becomes more than just an extra teaching day. It becomes a focused effort toward achieving specific learning outcomes. This can help ensure that teachers feel supported and motivated to continue their participation, as they see their efforts leading to tangible improvements in student performance.

1.5 Conceptual Framework

Figure 1 presents the Conceptual Framework of this study which focuses on the lived experiences, challenges, coping mechanisms, insights, and guidelines of elementary school teachers who are implementing Catch-Up Friday in New Bataan District, Davao de Oro.

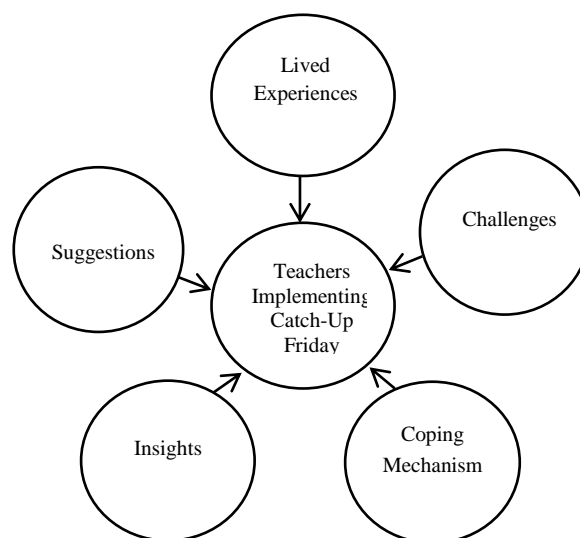


Figure 1. Conceptual Framework

2. Methods

2.1 Research Design

This study utilized a qualitative research design employing a phenomenological approach. Qualitative research is thorough, focusing on the collection and analysis of non-numerical data, such as text, audio, or video, to better understand thoughts, ideas, and experiences. This method aimed to answer

questions through established protocols, gathering evidence, and producing meaningful results. It also allowed participants to convey their stories free from researcher bias, promoting an in-depth exploration of their perspectives through open-ended questions. This approach provides rich insights into a small group, which enhances our understanding of those individuals (Bhandari, 2023).

2.2 Participants

The participants of this study were the eight identified elementary school teachers in New Bataan District, Davao de Oro for School Year 2024-2025. The participants were fairly selected and identified through purposive sampling. Purposive sampling is the deliberate selection of a participant based on their characteristics and traits. Specifically, the participants of the study were selected regardless of age, sex, educational and cultural background, and socio-economic level, provided that they are elementary school teachers of New Bataan District who are implementing Catch-up Friday. Moreover, the study included elementary school teachers from the New Bataan District who are currently employed, have at least one year of teaching experience, and are implementing Catch-up Fridays in school. Participants were willing to provide informed consent and available for interviews or surveys. In addition, the research selected three young teachers (21-35 years old), two middle-aged teachers (35-50 years old), and three retirable teachers (51-65 years old). On the other hand, teachers were excluded if they did not work in elementary schools, did not implement Catch-up Fridays, had less than one year of experience in the district, were unwilling to participate, or had severe physical health conditions that may interfere with their ability to contribute to the study. Temporary or substitute teachers were also be excluded from the study. To best identify the participants, the researcher will ask for help from the concerned school head with the list of teachers who are implementing Catch-up Fridays.

2.3 Data Gathering

Data were gathered using mainly an open semi-structured interview which was also recorded using an audio-tape. To begin this research, I first obtained approval from the School's Ethics Review Committee and the Dean of the Graduate School by submitting the necessary documents. Following that, I formally requested permission from the Schools Division Superintendent of the Davao de Oro Division to conduct my study. Additional approvals were sought from the District Supervisor and the school heads of the selected schools, as these permissions were crucial for ensuring that the data collection was properly authorized.

Next, I personally chose participants based on established criteria and arranged an introductory meeting to explain the purpose of the study and seek their consent. During this meeting, we scheduled a convenient time for in-depth, face-to-face interviews using a semi-structured questionnaire. On the interview day, participants received an Informed Consent Form to confirm their willingness to participate. I reassured them that they can communicate in their preferred language and skipped any questions they find uncomfortable. I also asked for permission to record our discussion. Moreover, each participant was interviewed individually at a time and location they chose. To maintain confidentiality, their responses were securely stored in a password-protected drive, accessible only to me. All interviews were recorded and transcribed verbatim, and I conducted a thematic analysis to systematically organize the data for presentation and further examination in the study.

2.4 Data Analysis

In data analysis, it is essential to summarize and organize the extensive information collected from interviews and observations. Analyzing qualitative data can be particularly intricate and is often underexplored in discussions about research methodology. The typical method for analyzing this type of data involves reviewing transcripts to spot similarities and differences, subsequently categorizing them into themes. In this study, I undertook four main steps in the data analysis process: managing the raw data, reducing the data, interpreting it, and finally presenting the findings.

First, I managed the raw data by transcribing participants' responses from the interviews. This transcription is a vital step in qualitative research as it transforms spoken conversations from interviews or focus groups into written text for analysis. I manually transcribed all recorded interviews by carefully listening to the audio, drafting the transcripts, proofreading them, and formatting them according to a specific style. This structured dataset served as a solid foundation for analysis. Next, I entered the data reduction phase, where I cleaned the data to eliminate any irrelevant or unusable segments. This step is crucial for enhancing the quality of the data prior to analysis. I meticulously removed incomplete phrases or expressions that do not contribute meaningfully to the analysis, which ensured that only unnecessary content is discarded while preserving the core data essential for thorough examination.

After the reduction, I interpreted the data through coding and theming, which involves categorizing responses and identifying prominent patterns or themes that emerge from participants' answers. I reviewed the data multiple times, label relevant segments with codes, minimize redundancy, and ultimately develop significant themes. Finally, during the data representation phase, I clearly and concisely presented my findings using tables and charts to emphasize the most important insights. Each table included direct quotes from participants, the main ideas behind those quotes, and the themes that emerged from the analysis. To ensure the accuracy and reliability of my findings, I consulted with my research adviser and data analyst for feedback.

2.5 Trustworthiness and Credibility

Trustworthiness is essential for research findings to be regarded as valuable and dependable. It encompasses the quality and authenticity of the study, fostering confidence in the results. To achieve a credible study that captures readers' attention, researchers needed to adhere to clear protocols and methodologies. In this research, I emphasized the concepts of credibility, dependability, confirmability, and transferability to establish trustworthiness.

Credibility ensures that the findings genuinely reflect participants' perspectives and the reality of the data collected. To uphold credibility in this study, I employed techniques such as iterative questioning and member checking during in-depth interviews. Iterative questioning means asking follow-up questions to clarify or elaborate on participants' initial answers, ensuring that the information gathered is comprehensive and directly relevant to the research. Additionally, member checking was implemented to confirm the accuracy of the interview transcripts. Participants had the opportunity to review their responses, allowing them to make adjustments or add details as needed. Once they have verified that their contributions are accurate, certificates of member checking are issued to guarantee that their input is fully integrated into the final analysis.

Dependability in research refers to how consistently findings can be reproduced and the extent to which the research process is documented clearly enough for others to follow, review, and evaluate. This concept ensures that results are stable and can be repeated over time. The goal is to confirm that the findings correspond accurately with the data collected, so that other researchers examining the same data can arrive at similar conclusions. In my study, I meticulously documented my methodology and the steps I took, enabling future researchers to assess whether sound research practices were employed.

Confirmability means that research findings are derived from the data itself and are not swayed by the researcher's personal biases. This allows for the verification and replication of the study by others. To achieve this, I kept a comprehensive audit trail that records every decision and procedure involved, from data collection to analysis and interpretation. This transparency will enable others to follow my process and determine if my conclusions are data-driven. I also maintained detailed records and consulted with my research adviser and data analyst to ensure that the findings remain firmly rooted in the data, free from personal bias.

Transferability pertains to the applicability of qualitative research findings in other contexts. It is the researcher's responsibility to provide sufficient detail so others can judge the generalizability of the findings. By thoroughly explaining the research background, context, and underlying assumptions, I enhanced the potential for transferability. In my study, I focused on this by offering a detailed description of the methodology, research site, participants, and data collection methods, which will allow others to evaluate whether my findings and recommendations can be applied in different settings.

2.6 Ethical Considerations

Ethics plays a vital role in research, guiding researchers to adhere to principles that define what is both morally and legally acceptable. This adherence helps distinguish between right and wrong behaviors, thereby enhancing the integrity of the research. It also encourages collaboration, accountability, and the upholding of essential social values. Bhashin (2020) highlights the importance of upholding ethical principles throughout a research study to maintain its integrity. The researcher strictly followed ethical guidelines, focusing on key areas such as social value, informed consent, vulnerability of participants, risks, benefits, and safety, privacy and confidentiality, justice, transparency, and qualification of the researcher.

Social Value. This study explored the experiences and challenges faced by elementary school teachers in implementing Catch-Up Friday. The research aimed to understand their experiences, challenges, coping strategies, and insights in handling Catch-up Friday sessions in New Bataan District, Davao de Oro, specifically in Andap ES, Bantacan ES, Cabinuangan CES, and Camanlangan ES. The results were shared with other schools and made publicly available online for future reference.

Informed Consent. Participants received Informed Consent Forms that explain the study's purpose, the researcher's background, and emphasized that participation is voluntary. Participants can withdraw at any time without consequences.

Vulnerability of Participants. The researcher clearly explained the interview process and assured participants that they could leave the study without any negative effects if they felt uncomfortable.

Risks, Benefits, and Safety. The researcher outlined the benefits of participation and arranged interviews at convenient times and locations for the participants. Any costs incurred by participants will be reimbursed.

Privacy and Confidentiality. The researcher protected the privacy of participants by keeping all data confidential and secure, in compliance with the Data Privacy Act of 2012. All data were stored privately and deleted after the study concluded.

Justice. Participants were chosen based on specific criteria, such as their teaching experience and familiarity with Catch-up Friday. All participants had their expenses reimbursed and received a token of appreciation for their time.

Transparency. The researcher provided clear information about the study's goals and affiliations. Participants received copies of their interview transcripts to confirm the accuracy of the collected data.

Qualification of the Researcher. The researcher was well-equipped for this study, having previously conducted similar research during her college studies.

Additionally, to ensure ethical compliance, the researcher sought approval from the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the School Heads of the participating schools.

3. Results

This chapter presents the findings related to the research questions, which examined the lived experiences of public elementary teachers in implementing Catch-Up Friday, along with the challenges they faced, their coping strategies, and their insights. The research participants were the eight public elementary school teachers in New Bataan District, the desired number of samples for the in-depth interview.

Data collected through in-depth interviews were analyzed using content analysis, leading to the identification of key themes. To maintain ethical standards in qualitative research, codes were used to protect the identities of the participants. The results are organized according to the specific research questions addressed in this study.

3.1. *What are the lived experiences of teachers who are implementing Catch-Up Friday?*

This section presents the results of the 1st major research question, 'What are the lived experiences of teachers who are implementing Catch-Up Friday?' Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the experiences of the research Informants on the implementation of Catch-Up Friday.

3.1.1. *Description of One's Typical Day When Implementing Catch-Up Friday Program.*

The themes in the section were coming from the specific research question 1.1 'How do you describe your day when implementing the Catch-Up Friday?'. The responses generated six themes: challenging, productive, set priorities, not like other days, a cover-up day, and additional work.

Challenging. Implementing Catch-Up Friday is described as challenging by several Informants. Research participants find it demanding due to the need to prepare a series of activities continuously. They acknowledged the challenge but noted it is manageable. Also, they emphasized the challenge of ensuring learners are motivated to participate in various activities focused on reading, values, peace, and health.

Productive. Catch-Up Friday is seen as productive by informants, who highlighted its role in helping learners catch up on missed work and revisit challenging concepts. The program is supportive, offering one-on-one help, group activities, or individual tasks to ensure learners get back on track. This structured approach makes the day highly productive for both students and teachers.

Set Priorities. Informants described the day as one focused on setting priorities and organizing tasks. The day starts with creating a to-do list and dedicating uninterrupted time to complete assignments, respond to emails, and revise work from earlier in the week. The goal is to reduce backlog, tie up loose ends, and prepare for the following week, making it a productivity-focused day with minimal distractions.

Not Like Other Days. Catch-Up Friday is distinct from other teaching days. It is less about direct instruction and more about facilitating and recognizing student needs. The day involves reviewing student progress data, organizing tasks for those needing extra help, and preparing resources. The focus is on providing academic support and emotional encouragement through small group or individual guidance.

A Cover-Up Day. Informants viewed Catch-Up Friday as a cover-up day, ensuring that students fully understand the least learned lessons of the week. Teachers ensure that no student is left behind and that all essential concepts are thoroughly covered.

Additional Work. Catch-Up Friday represents additional work for the teachers, as it involves providing extra learning opportunities for students. While it is beneficial for students, it adds to the teacher's workload that requires additional preparation and support.

3.1.2 *Ways Catch-Up Friday Influenced One's Perceptions of Student Progress and Learning Outcomes*

This section presents the results to the specific research question 1.2 'In what ways has Catch-Up Friday influenced your perceptions of student progress and learning outcomes?' under the 1st major research question 'What are the lived experiences of teachers who are implementing Catch-Up Friday?'. The responses generated three themes: a big help, every individual unique, and help identify learning gaps.

A Big Help. Catch-Up Friday has significantly influenced perceptions of student progress by providing focused time for improving reading abilities. This program is seen as essential for enhancing literacy, as it allows students to concentrate on reading and comprehension skills. Teachers have observed that students, even those struggling with basic literacy, show marked improvement due to the concentrated efforts during these sessions.

Every Individual Unique. The program has highlighted the uniqueness of each learner, revealing the varying paces at which students grasp concepts. Some students catch up quickly, while others require more time and different approaches. This realization has prompted teachers to tailor their methods to better support struggling learners to ensure that each student receives the attention they need.

Helps Identify Learning Gaps. Informants disclosed that Catch-Up Friday has provided a clearer view of student progress by identifying who needs additional support. It helps in pinpointing learning gaps and encourages students to take ownership of their learning. By offering a low-pressure environment for reviewing material and completing missed work, the program has fostered improved understanding and confidence among students.

3.1.3 *Feeling About the Preparation and Planning Required for Catch-Up Friday*

The themes derived from the responses of the research informants to the specific research 1.3 ‘How do you feel about the preparation and planning required for Catch-Up Friday?’ are presented in this section. The themes were: adds workloads, quite challenging, manageable and worthwhile, demanding, difficult, and crucial.

Adds Workloads. The preparation and planning required for Catch-Up Friday undeniably add to teachers' workloads. Organizing activities suited for both non-readers and developmental learners demands significant effort and time. This additional responsibility involves creating tailored instructional materials to meet the diverse needs of all students.

Quite Challenging. Informants disclosed that preparing for Catch-Up Friday is quite challenging, as it requires thoughtful planning to ensure activities are appropriate for students' levels. Teachers must carefully consider what they want students to learn and how to effectively deliver these lessons. Despite the challenges, teachers recognize the importance of managing their time to support student development.

Manageable and Worthwhile. While preparation for Catch-Up Friday is demanding, it is also seen as manageable and worthwhile. Organizing lessons and tracking student progress throughout the week helps create a focused and productive day. The extra effort in planning ahead allows teachers to tailor support to students' needs, leading to better outcomes and a more responsive learning environment. Informant 5 pointed out:

I feel that the preparation and planning for Catch-Up Friday are manageable and worthwhile. It requires organizing lessons and tracking student progress throughout the week, but it helps create a focused and productive day. By planning ahead, I can tailor support to students' needs, making the time more effective. Overall, the extra effort leads to better outcomes and a more responsive learning environment.

Demanding. Teachers explicated that Catch-up Friday process is quite demanding, involving thorough assessments and tracking each student's needs. Preparing customized materials for each learner requires significant time and effort. This meticulous preparation is essential to ensure that each student receives the support they need to succeed.

Difficult. Informants said that preparation for Catch-Up Friday is difficult, particularly when aligning the Budget of Work with content and performance standards. This alignment is crucial to ensure that the lessons meet educational requirements and effectively address student needs. The complexity of this task adds to the overall difficulty of preparation.

Crucial. Identifying students who need support and assessing their learning gaps is a crucial part of the preparation process. This step is essential to tailor the activities and materials to address specific areas where students are struggling. By focusing on these gaps, teachers can provide targeted support to enhance student learning outcomes.

3.1.4 *Specific Experiences Encountered When Interacting with Students During Catch-Up Friday Sessions*

This section presents the results to the specific question 1.4 ‘What specific experiences do you encounter when interacting with students during Catch-Up Friday sessions?’ After subjecting the responses to content analysis, the following themes were drawn: very exhausting, students show willingness, motivate students, form a teacher-learners bonding, more meaningful interactions, rewarding, and students show enjoyment.

Very Exhausting. Teachers shared that interacting with students during Catch-Up Friday sessions is undeniably very exhausting, especially when repeatedly introducing letters and words to learners who struggle with recognition. Despite the fatigue and occasional disappointment, there is immense satisfaction and happiness when students show interest and make progress in their reading abilities. The effort invested is validated when learners achieve milestones, making the experience rewarding.

Students Show Willingness. Students often display a strong willingness to participate and learn during Catch-Up Friday sessions. Those who are more advanced eagerly engage in hands-on activities, while slower learners also show significant interest and effort to improve their reading and numeracy skills. This enthusiasm and determination from students lead to noticeable development by the end of the school year.

Motivate Students. Creating activities for non-readers during Catch-Up Friday sessions is crucial for motivating them to read and learn. Tailored activities that cater to their specific needs help in fostering a positive learning environment. This targeted approach encourages students to engage more actively in their learning process.

Form a Teacher-Learners Bonding. Informants pointed out that Catch-Up Friday sessions enhance the bonding between teachers and learners. Students feel more at ease asking questions and seeking clarification, which fosters a supportive and understanding atmosphere. This closer interaction helps some students achieve breakthroughs while others continue to cope and progress at their own pace.

More Meaningful Interactions. Catch-Up Friday sessions often lead to more meaningful and focused interactions with students. The relaxed setting encourages students to ask questions and seek help, increasing their engagement with the material. This environment not only boosts their confidence but also promotes collaborative learning as students help each other.

Rewarding. Informants expressed that Catch-Up Friday sessions are rewarding as students tend to be more open and relaxed, leading to deeper conversations about their academic and personal struggles. These moments help build trust and reveal students' sense of accomplishment when they understand concepts they previously found difficult. Witnessing these breakthroughs is highly gratifying for teachers.

Students Show Enjoyment. Informants highlighted that students generally show enjoyment during the activity proper of Catch-Up Friday sessions. The interactive and engaging nature of the activities makes learning fun and stimulating. This enjoyment enhances their overall learning experience and encourages continuous participation.

3.1.5 Effect of Catch-Up Friday to Professional and Personal Lives

In this section, the themes created were from the responses to the specific research question 1.5 'How has Catch-Up Friday affected your professional and personal life?'. The following were the themes: challenges me, helps me be patient, helps me grow professionally, helps manage workload, made more reflective, assess myself, and enhances my management.

Challenges Me. Catch-Up Friday presented numerous professional challenges, particularly in finding effective ways to help learners improve their reading skills. This has required extra time and effort in preparation, which, while manageable, demands strong time management skills. The experience has pushed teachers to innovate and adapt their teaching strategies to meet diverse student needs.

Helps Me Be Patient. Teachers disclosed that the program fostered patience and strengthened bonds between teachers and learners. Professionally, it has enhanced teachers' ability to think creatively and develop closer relationships with students. Personally, while it requires careful time management to ensure that professional responsibilities do not encroach on personal life, the impact is generally manageable.

Helps Me Grow Professionally. Teachers admitted that Catch-Up Friday contributed to their professional growth by allowing them to apply their knowledge and skills in practical ways. The program has provided opportunities to reinforce foundational teaching practices and improve instructional techniques. This hands-on experience has been invaluable in enhancing teachers' professional development.

Helps Manage Workload. The structured nature of Catch-Up Friday positively influenced both professional and personal lives by helping teachers manage their workload more effectively. It allows for better organization and support for students, reducing stress and increasing a sense of accomplishment. Personally, it provides peace of mind and a healthier work-life balance, as teachers can enjoy their weekends without unfinished tasks looming.

Made More Reflective. Informants revealed that the program made them more reflective and student-centered. The additional work can be tiring, especially when it involves staying late to review progress or update plans. However, the knowledge that they are making a significant difference in students' lives helps offset the stress, emphasizing the importance of time management in balancing professional and personal responsibilities.

Assess Myself. Catch-Up Friday provided an opportunity for self-assessment that allows teachers to evaluate their teaching methods and their effectiveness. This reflective practice is crucial for continuous improvement and professional growth. It helps teachers identify areas for development and implement changes to enhance their instructional strategies.

Enhances My Management. While the program has increased the workload, it has also offered opportunities for personalized student support and enhanced engagement. This dual impact has improved teachers' ability to manage their responsibilities and provide targeted assistance to students. The experience has been beneficial in developing better management and organizational skills.

3.2. What specific challenges do teachers face in implementing Catch-Up Friday?

Presented in this section are the results of the 2nd major research question, 'What specific challenges do teachers face in implementing Catch-Up Friday?' Five specific research questions were used to gather data and information for this major research question. The questions were designed to elicit information on the research Informants' challenges in implementing Catch-Up Friday.

3.2.1 Logistical Issues Encountered When Implementing Catch-Up Friday

The themes in the section were coming from the specific research question 2.1 'What logistical issues do you encounter when implementing Catch-Up Friday? The responses generated five themes: did not encounter, during the implementation, insufficient resources, overlapping schedules, and managing time effectively.

Did Not Encounter. Some teachers report not encountering significant logistical issues when implementing Catch-Up Friday. They manage minor material shortages by utilizing available classroom resources, such as used bond paper and printing materials. This adaptability ensures that learning continues smoothly despite limited supplies.

During the Implementation. During the implementation of Catch-Up Friday, teachers face challenges that test their patience and creativity. However, with strong support from parents and the school, material needs are generally met. This support helps maintain the continuity and effectiveness of the program.

Insufficient Resources. A common logistical issue is the insufficiency of resources, such as reading materials and other instructional aids. This scarcity makes it difficult to conduct sessions effectively and can lead to time management challenges. Teachers and students may experience stress and decreased focus due to the overload of tasks and limited resources.

Overlapping of Schedules. Overlapping schedules can pose a significant logistical challenge, as other tasks might be sacrificed to accommodate Catch-Up Friday activities. This issue requires careful planning and prioritization to ensure that all responsibilities are managed effectively. Balancing these overlapping demands is crucial for maintaining the program's success.

Managing Time Effectively. Effective time management is a critical logistical issue, involving the need to keep all students engaged and balance different learning needs. Tracking which students need specific support and preparing tailored materials in advance can be challenging.

3.2.2 Administrative Issues Encountered When Implementing Catch-Up Friday

This section presents the results of the specific research question 2.2 ‘What administrative issues do you encounter when implementing Catch-Up Friday?’ under the 2nd major research question ‘‘What specific challenges do teachers face in implementing Catch-Up Friday?’ The responses generated five themes: none, communication and coordination, rescheduling adjustments, monitoring attendance, lack of clarity, and lack of materials.

None. Some teachers report not encountering any administrative issues when implementing Catch-Up Friday. They find that open communication with school heads and thorough discussions during administrative meetings help resolve any potential issues beforehand. This proactive approach ensures smooth implementation of the program.

Communication and Coordination. Administrative issues related to communication and coordination can impact the success of Catch-Up Friday. Difficulties in these areas can lead to misunderstandings and inefficiencies, affecting the overall effectiveness of the program. Ensuring clear and consistent communication is crucial for the smooth operation of Catch-Up Friday.

Rescheduling Adjustments. Informants disclosed that rescheduling adjustments pose a challenge, as other tasks and responsibilities may need to be shifted to accommodate Catch-Up Friday activities. This can create conflicts and require careful planning to ensure that all obligations are met. Flexibility and support from the administration are essential to manage these adjustments effectively.

Monitoring Attendance. Moreover, keeping accurate records of student progress, monitoring attendance, and documenting completed or missing work are significant administrative challenges. Aligning these tasks with school policies, reporting systems, and deadlines can be complex. Obtaining approval or support for necessary schedule adjustments can also be difficult, requiring clear communication and coordination.

Lack of Clarity. Informants underscored that a lack of clarity from the administration regarding expectations or metrics for success can hinder the implementation of Catch-Up Friday. Insufficient planning time and outdated data systems further complicate the tracking of student progress.

Lack of Materials. Insufficient supplies and materials to support engaging and effective activities are another administrative issue. This lack of resources can limit the variety and quality of activities available to students. Ensuring adequate provision of materials is essential for the success of Catch-Up Friday.

3.2.3 Challenges Faced in Addressing Varied Student Learning Needs Within the Catch-Up Friday Framework.

The themes derived from the responses of the research informants to the specific research 2.3 ‘What challenges do you face in addressing varied student learning needs within the Catch-Up Friday framework?’ The themes were: implementing the program, learners find it boring, boosting the interest, preparation of differentiated activities, addressing varied student learning needs, both academics and behavioral problems, no audio-visual aids, and ensuring the relevance of activities.

Implementing the Program. Implementing the Catch-Up Friday program requires significant preparation and dedication from teachers. Students show a high level of interest and excitement for the activities, which motivates teachers to invest time in planning engaging sessions. The success of the program hinges on serious implementation and the commitment to fostering student development.

Learners Find it Boring. One challenge is that learners sometimes find the repetitive nature of the lessons boring. Teachers need to explain the importance of these activities and use creativity and patience to keep students engaged. This requires innovative approaches to make the learning process more dynamic and interesting.

Boosting the Interest. Informants disclosed that boosting student interest, particularly in reading, is a significant challenge. Teachers must ensure that the materials are engaging and often prepare rewards to motivate learners. This involves a continuous effort to make learning appealing and to maintain student enthusiasm.

Preparation of Differentiated Activities. Preparing differentiated activities and instructional materials is a demanding task. Teachers need to create varied tasks that cater to different learning levels and styles. This preparation is crucial to address the diverse needs of all students effectively.

Addressing Varied Student Learning Needs. Moreover, addressing varied student learning needs within the Catch-Up Friday framework involves managing differences in pace, learning styles, and levels of understanding. Some students require one-on-one support, while others can work independently. Balancing time and attention among all students and creating meaningful, manageable tasks for everyone is challenging and requires extra preparation.

Both Academics and Behavioral Problems. Teachers face a wide range of needs, from academic to behavioral issues. Some students need help with basic skills, while others require support with higher-level thinking. Providing adequate attention to each student within a limited time frame is difficult, especially without additional staff support.

No Audio-Visual Aids. The lack of audio-visual aids in makeshift classrooms poses a significant challenge. These resources are essential for helping students understand the material more easily.

Ensuring the Relevance of Activities. Ensuring that activities are both relevant and engaging for all students, regardless of their individual learning needs, is another challenge. Teachers must design activities that are meaningful and interesting to maintain student engagement. This requires careful planning and a deep understanding of each student's needs.

3.2.4 Ways in Managing Potential Conflicts or Misunderstandings About Catch-Up Friday with Parents or School Administrators

This section presents the results to the specific question 2.4 'How do you manage potential conflicts or misunderstandings about Catch-Up Friday with parents or school administrators?' After subjecting the responses to content analysis, the following themes were drawn: did not encounter yet, converse with parents, provide advance information, and through consultative forums.

Did Not Encounter Yet. Some teachers have not yet encountered conflicts or misunderstandings with parents or school administrators regarding Catch-Up Friday. They believe that open communication can resolve any potential issues. Supportive and approachable school heads also contribute to the smooth implementation of the program.

Converse with Parents. Managing conflicts with parents and school administrators involves having open dialogues to discuss the purpose and benefits of Catch-Up Friday. Clear communication helps in gaining their understanding and support for the activities. This proactive approach ensures that everyone is aligned with the program's goals.

Provide Advance Information. Informants emphasized that providing advance information and clearly defining the purpose of Catch-Up Friday are essential strategies. By envisioning possible outcomes and communicating these to parents and administrators, teachers can pre-emptively address any concerns. This clarity helps in building trust and support for the program.

Through Consultative Forums. Consultative forums are effective in managing potential conflicts or misunderstandings. These forums provide a platform for discussing the DepEd curriculum program and the specifics of Catch-Up Friday. Engaging stakeholders in these discussions helps in aligning expectations and addressing any issues collaboratively.

3.2.5 Emotional or Mental Challenges Experienced as a Result of the Additional Demands of Catch-Up Friday.

In this section, the themes created were from the responses to the specific research question 2.5 'What emotional or mental challenges do you experience as a result of the additional demands of Catch-Up Friday?' The following were the themes: manageable, did not experience rather felt enjoyment, stress, adds workload, and insomnia.

Manageable. The emotional and mental challenges associated with Catch-Up Friday are considered manageable by some teachers. Since it is part of the regular school week, effective time management helps in handling the additional demands. Teachers find that with proper planning, the challenges can be kept under control.

Did Not Experience Rather Felt Enjoyment. Some teachers do not experience significant emotional or mental challenges; instead, they find enjoyment in the program. The opportunity to focus on the personal development of learners and build stronger bonds through interactive activities is fulfilling. This positive interaction enhances their teaching experience and reduces stress.

Stress. The additional workload and lack of student engagement can lead to stress, decreased motivation, and burnout. Teachers need to be flexible and professional to manage these challenges. Over time, they learn to adjust and find ways to cope with the stress associated with Catch-Up Friday.

Adds Workload. The additional demands of Catch-Up Friday add to the everyday tasks of classroom teachers. Preparing lesson plans and visual aids specifically for this program increases their workload. This added responsibility requires careful planning and time management to ensure all tasks are completed effectively.

Insomnia. Some teachers experience sleep problems and a loss of interest in activities due to the additional demands of Catch-Up Friday. The stress and pressure associated with the program can impact their mental health and overall well-being. Finding ways to manage these challenges is crucial for maintaining a healthy work-life balance.

3.3. How do teachers cope with the challenges in implementing Catch-Up Friday?

This section presents the results of the 3rd major research question, 'How do teachers cope with the challenges in implementing Catch-Up Friday?' Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the coping mechanisms of teachers with their challenges in implementing Catch-Up Friday.

3.3.1 Strategies Employed to Manage Stress Associated with Catch-Up Friday.

The themes in the section were coming from the specific research question 3.1 'What strategies do you employ to manage stress associated with Catch-Up Friday? The responses generated six themes: pamper myself, give activities, practice mindfulness, double my time in doing task, time management, and employ differentiated instruction.

Pamper Myself. To manage stress associated with Catch-Up Friday, some teachers find time to relax and pamper themselves whenever they feel exhausted. This self-care strategy helps them recharge and maintain their well-being. Taking breaks and engaging in activities they enjoy is essential for sustaining their energy and enthusiasm.

Give Activities. When feeling tired or losing temper, teachers give students activities such as writing, pair reading, or other relaxing tasks. These activities allow teachers to step back and cool down while keeping students engaged. This approach helps in managing stress and maintaining a positive classroom environment.

Practice Mindfulness. Practicing mindfulness is a key strategy for managing stress. Teachers prioritize their tasks, practice mindfulness techniques, and seek support from colleagues. Ensuring adequate sleep, regular exercise, and social connections also contribute to their overall well-being.

Double My Time in Doing Task. Some teachers manage stress by doubling their time on tasks and maintaining a determined mindset. They focus on completing their responsibilities efficiently and remind themselves of the importance of their work. This proactive approach helps in staying on top of their duties and reducing stress.

Time Management. Effective time management is crucial for reducing stress. Teachers prepare materials and track student progress throughout the week to avoid last-minute pressure. Setting specific time blocks for activities and including short breaks helps them stay refreshed and organized.

Employ Differentiated Instruction. Employing differentiated instruction strategies helps in managing the diverse needs of students. By tailoring activities to different learning levels and styles, teachers can ensure that all students are engaged and supported.

3.3.2 Ways in Seeking Support from Colleagues to Overcome Challenges During Catch-Up Friday

This section presents the results of the specific research question 3.2 'How do you seek support from colleagues to overcome challenges during Catch-Up Friday? under the 3rd major research question 'How do teachers cope with the challenges in implementing Catch-Up Friday? The responses generated six themes: supportive environment and colleagues, share my challenges, seek support from co-teachers and parents, fostering open communication and collaboration, through informal check-ins, and seek colleagues' thoughts.

Supportive Environment and Colleagues. Having a supportive environment and colleagues is crucial for overcoming challenges during Catch-Up Friday. Teachers rely on their colleagues for assistance and advice, knowing they can count on them anytime. This supportive network fosters a collaborative atmosphere where challenges are addressed collectively.

Share My Challenges. Sharing challenges with colleagues is an effective strategy for managing difficulties. Teachers openly discuss their issues and seek advice, ensuring they do not face problems alone. This open communication helps in finding solutions and provides emotional support.

Seek Support from Co-Teachers and Parents. Informants elucidated that seeking support from co-teachers and parents is another way to cope with challenges. Engaging with these stakeholders helps in addressing student needs more effectively. Collaboration with parents and colleagues ensures a comprehensive approach to overcoming obstacles.

Fostering Open Communication and Collaboration. Informants emphasized that fostering open communication and collaboration is essential for managing Catch-Up Friday. Regular check-ins with colleagues for advice on managing specific student needs or best practices help in staying organized. Sharing strategies and resources, such as differentiated learning materials or tech tools, improves efficiency and effectiveness.

Through Informal Check-Ins. Informal check-ins and shared tools, like spreadsheets, help track student needs and coordinate efforts. Co-planning and rotating responsibilities among colleagues ease the workload. A buddy system for support further enhances the collaborative effort, making it easier to manage challenges.

Seek Colleagues' Thoughts. Informants stressed that seeking colleagues' thoughts and experiences provides valuable insights and practical solutions. Teachers benefit from the collective wisdom and varied approaches of their peers. This exchange of ideas helps in finding effective ways to address challenges and improve the implementation of Catch-Up Friday.

3.3.3 Specific Training Oneself Found Useful in Addressing Challenges Encountered on Catch-Up Fridays

The themes derived from the responses of the research informants to the specific research 3.3 'Are there specific training you find useful in addressing challenges encountered on Catch-Up Fridays? The themes were: classroom management, reading interventions, problem solving and critical thinking, and making lesson scripts.

Classroom Management. Training in pedagogy and classroom management is essential for effectively implementing Catch-Up Fridays. These trainings help teachers develop self-management skills and classroom strategies that maintain order and engagement. By mastering these techniques, teachers can create a conducive learning environment that supports varied student needs.

Reading Interventions. Informants stated that professional development in time management, differentiated instruction, and organizational skills is highly beneficial. These trainings enable teachers to structure their day efficiently, prioritize tasks, and balance student support with administrative duties. Tailoring lessons to meet diverse student needs ensures that all learners stay engaged and progress at their own pace.

Problem Solving and Critical Thinking. Moreover, for subjects like mathematics, training in problem-solving and critical thinking is crucial. These skills help teachers address common difficulties students face in understanding complex concepts. Professional development in these areas enhances teachers' ability to foster analytical and logical thinking in their students.

Making Lesson Scripts. Attending workshops on making lesson scripts for Catch-Up Fridays provides teachers with ready-to-use resources. These scripts help streamline lesson planning and ensure consistency in instructional delivery. Such training workshops are invaluable in reducing preparation time and enhancing the effectiveness of teaching sessions.

3.3.4 Ways to Balance Regular Teaching Responsibilities with the Additional Demands of Catch-Up Friday

This section presents the results to the specific question 3.4 'How do you balance your regular teaching responsibilities with the additional demands of Catch-Up Friday? After subjecting the responses to content analysis, the following themes were drawn: departmentalized subjects, Catch-Up Friday is just like a normal day, be flexible, proper time management, seek support from colleagues, prioritization, and do task one at a time.

Departmentalized Subjects. Balancing regular teaching responsibilities with the additional demands of Catch-Up Friday is more manageable in a departmentalized setting. Teachers can focus on their own section or learners, which allows for more concentrated and effective teaching. This setup is advantageous as it provides a dedicated day to address the specific needs of their own learners.

Catch-Up Friday Is Just Like a Normal Day. For some teachers, Catch-Up Friday is treated like a normal school day, without adding extra days to the schedule. This perspective helps in integrating the program seamlessly into the weekly routine. By maintaining this approach, teachers can manage their responsibilities without feeling overwhelmed by additional demands.

Be Flexible. Informants emphasized that flexibility is key to balancing the demands of Catch-Up Friday with regular teaching duties. Teachers need to adapt to various pressures and be prepared to handle unexpected challenges. This ability to work under pressure ensures that they can meet both their regular and additional responsibilities effectively.

Proper Time Management. Effective time management is crucial for balancing the additional demands of Catch-Up Friday. Teachers often try to cover the week's lessons in four days, leaving Fridays for review and remediation. This strategy ensures that all necessary content is covered while providing dedicated time for Catch-Up Friday activities.

Seek Support from Colleagues. According to the Informants, seeking support from colleagues is an important strategy. Teachers schedule specific blocks of time for tasks, break down projects into manageable chunks, and integrate writing tasks into lesson planning. Collaborative efforts and feedback from colleagues help in managing the workload more efficiently.

Prioritization. Prioritizing tasks is essential for balancing regular teaching responsibilities with Catch-Up Friday. Teachers build time into their weekly schedule for preparation, often right after assessments. Recycling and adapting existing resources instead of creating new ones from scratch also helps in managing time effectively.

Do Task One at a Time. Taking a one-task-at-a-time approach helps in managing the workload. By focusing on completing one task before moving on to the next, teachers can maintain a steady pace and avoid feeling overwhelmed. This methodical approach ensures that all responsibilities are addressed systematically.

3.3.5 Role School Leadership Play in Supporting to Address the Challenges with Catch-Up Friday

In this section, the themes created were from the responses to the specific research question 3.5 'What role does school leadership play in supporting you to address the challenges with Catch-Up Friday? The following were the themes: help provide resources, help teacher solve problems, address challenges, and help implement the program.

Help Provide Resources. School leadership plays a crucial role in providing the necessary resources for the effective implementation of Catch-Up Friday. By minimizing meetings and ensuring that teachers have sufficient materials, leaders enable teachers to focus on achieving the program's goals. Clear guidelines, resource allocation, and time protection from school leaders significantly enhance the program's success and boost teacher morale.

Help Teacher Solve Problems. School leaders are instrumental in helping teachers solve problems related to the Catch-Up Friday program. They provide support in understanding the program's requirements and addressing material needs. This problem-solving assistance ensures that teachers can effectively implement the program and overcome any challenges that arise.

Address Challenges. Informants explained that leadership support is vital in addressing the challenges teachers face with Catch-Up Friday. By ensuring the program's implementation and fostering a conducive learning environment, school leaders help address learning gaps and enhance student proficiency. Their role includes providing clear expectations, adequate resources, and a supportive environment to facilitate the program's success.

Help Implement the Program. School leaders ensure the proper implementation of Catch-Up Friday by aligning the program with school goals and offering guidance on balancing it with other responsibilities. They secure additional support staff if needed and allow flexibility in scheduling to accommodate catch-up sessions. Regular communication about the program's importance and a willingness to listen to concerns and make adjustments help maintain teacher motivation and reduce stress.

3.4. What are the insights of the teachers that can be shared with others who have also experienced challenges in implementing Catch-Up Friday?

Presented in this section are the results of the 4th major research question, 'What are the insights of the teachers that can be shared with others who have also experienced challenges in implementing Catch-Up Friday?' Five specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the insights of the teachers that can be shared with others who have also experienced challenges in implementing Catch-Up Friday.

3.4.1 Advice for Others on Managing the Workload Associated with Catch-Up Friday

The themes in the section were coming from the specific research question 4.1 'What advice do you have for others on managing the workload associated with Catch-Up Friday?' The responses generated six theme: master time management, be positive, develop effective strategies, take it easy, plan ahead, and itemize responsibilities.

Master Time Management. Mastering time management is crucial for effectively handling the workload associated with Catch-Up Friday. Teachers should prioritize their tasks and allocate time efficiently to ensure that all necessary activities are completed. This skill helps in maintaining a structured and productive environment, ultimately benefiting student development.

Be Positive. Maintaining a positive attitude and learning to love your work are essential for creating a happy and productive teaching environment. A positive mindset helps in managing stress and fosters a supportive atmosphere for both teachers and students. Embracing this approach leads to a more enjoyable and fulfilling professional experience.

Develop Effective Strategies. Developing effective strategies, being resourceful, and collaborating with colleagues are key to managing the workload. Engaging and interactive activities keep students motivated and make the teaching process more efficient. Sharing ideas and resources with fellow teachers enhances the overall effectiveness of the program.

Take it Easy. Taking a relaxed approach and focusing on the main goal of getting learners back on track can help manage the workload. It is important to stay calm and not get overwhelmed by the demands of the program. This mindset allows teachers to address challenges more effectively and maintain a balanced workload.

Plan Ahead. Informants said that planning ahead and prioritizing tasks are essential strategies for reducing last-minute stress. Preparing materials and outlining tasks early in the week ensures that everything runs smoothly on Catch-Up Friday. Identifying urgent tasks and students who need the most help allows teachers to focus on key areas and manage their time effectively.

Itemize Responsibilities. Itemizing responsibilities, knowing your limits, and delegating tasks when possible are important for managing the workload. Breaking down tasks into manageable parts and seeking help from colleagues can alleviate pressure. This approach ensures that all responsibilities are addressed without overwhelming any single individual.

3.4.2 Suggestions to Overcome Specific Challenges During Catch-Up Friday

This section presents the results to the specific research question 4.2. "What are your suggestions to overcome specific challenges, such as limited time or varied student needs, during Catch-Up Friday?" The responses generated five themes: make use of the available materials, manage time, prioritize key reading skills and activities, do your best, maximize time efficiency, use peer tutoring, department should provide ready-to-use lesson scripts, and prioritize learning objectives.

Make Use of the Available Materials. To overcome challenges such as limited time or varied student needs, it is essential to use available materials effectively. Learning is a step-by-step process, and progress cannot be achieved instantly. Utilizing existing resources ensures that teaching continues smoothly without waiting for additional materials.

Manage Time. Mastering time management is crucial for addressing these challenges. Teachers should learn to contextualize their lessons to meet student needs within the available time. Efficient time management helps in balancing various tasks and ensuring that all students receive the attention they need.

Prioritize Key Reading Skills and Activities. Given the limited time, prioritizing key reading skills and activities is essential. Focusing on the most critical areas ensures that students make the most significant progress within the allotted time. More focused sessions help maximize learning outcomes.

Do Your Best. Informants stated that teachers strive to do their best without stressing themselves. Maintaining a calm and composed approach helps in managing the workload effectively. This mindset ensures that teachers can provide quality education without feeling overwhelmed.

Maximize Time Efficiency. Informants disclosed that maximizing time efficiency involves setting clear, time-bound goals and breaking the day into focused time blocks for different tasks or groups of students. Using a timer for each session helps keep everyone on track. This structured approach ensures that all activities are completed within the available time.

Use Peer Tutoring. Grouping students with similar needs and using peer tutoring can be highly effective. This strategy allows students to learn from each other and keeps sessions focused. Rotating focus areas, such as concentrating on reading one week and math the next, helps avoid overload and ensures comprehensive coverage of subjects.

Department Should Provide Ready-to-Use Lesson Scripts. The provision of ready-to-use lesson scripts by the department can significantly enhance teaching efficiency. These scripts save preparation time and ensure consistency in instructional delivery. Having these resources readily available helps teachers focus more on student engagement and less on preparation.

Prioritize Learning Objectives. Prioritizing learning objectives and utilizing diverse learning styles are essential for addressing varied student needs. Providing student-centered activities ensures that all learners are engaged and supported. This approach helps in catering to the individual needs of students and maximizing their learning potential.

3.4.3 Effective Practices Developed that Could Benefit Others in Implementing Catch-Up Friday

The themes derived from the responses of the research informants to the specific research 4.3 'What effective practices have you developed that could benefit others in implementing Catch-Up Friday?' The themes were: identify the needs and abilities of learners, develop differentiated activities, focus on clear communication, integrate interactive and educational games, have a structured but flexible scheduling, have a self-assessment for students, develop lesson scripts, and focus on foundation skills

Identify the Needs and Abilities of Learners. Informants shared that an effective practice in implementing Catch-Up Friday is to identify the specific needs and abilities of learners. By creating separate activities tailored to those who need to focus on reading and those who are at a developmental stage, teachers can provide targeted support. This approach ensures that each student receives the appropriate level of attention and resources to enhance their learning experience.

Develop Differentiated Activities. Developing differentiated activities based on the abilities of learners is another effective way to implement Catch-Up Friday. This practice involves designing tasks that cater to various skill levels, ensuring that all students are engaged and challenged appropriately. Differentiated instruction helps in addressing the diverse learning needs within the classroom.

Focus On Clear Communication. The informants noted that clear communication, collaborative planning, and data-driven adjustments are essential practices in implementing Catch-Up Friday. Teachers effectively plan and implement Catch-Up Friday activities by maintaining open lines of communication and working together with colleagues. Using data to inform decisions ensures that the activities are aligned with student needs and progress.

Integrate Interactive and Educational Games. Moreover, integrating interactive and educational games into lessons helps students learn more effectively. Games make learning fun and engaging, which can enhance student motivation and retention of information. Adequate instructional materials support this approach, making it a valuable practice for Catch-Up Fridays.

Have a Structured But Flexible Scheduling. Structured yet flexible scheduling is an effective practice for managing Catch-Up Fridays. Teachers said that allocating specific time blocks for different student groups or tasks keeps the day organized while allowing for flexibility if issues arise. This approach helps in maintaining a balance between structure and adaptability.

Have a Self-Assessment for Students. Informants explained that implementing student self-assessment checklists and reflection logs is highly beneficial. These tools encourage students to take ownership of their learning and provide teachers with insights into their mindset and gaps. Self-assessment fosters a reflective learning process and helps in identifying areas for improvement.

Develop Lesson Scripts. Developing lesson scripts for teachers to use during Catch-Up Fridays can streamline the preparation process. These scripts provide a consistent framework for lessons, ensuring that all necessary content is covered. This practice saves time and enhances the effectiveness of teaching sessions.

Focus on Foundation Skills. Informants underscored that focusing on foundational skills such as reading, values education, health education, and peace education is essential in implementing Catch-Up Friday. These core areas form the basis of students' overall development and are crucial for their academic success. Incorporating these elements into Catch-Up Friday activities ensures a well-rounded educational experience.

3.4.4 Insights About Maintaining Student Engagement and Motivation on Catch-Up Fridays

This section presents the results to the specific question 4.4 ‘What insights do you have about maintaining student engagement and motivation on Catch-Up Fridays? After subjecting the responses to content analysis, the following themes were drawn: learners love catch-up Fridays, be creative, have a personalized activity, make class engaging, set clear and achievable goals, and address potential challenges.

Learners Love Catch-Up Fridays. Maintaining student engagement and motivation on Catch-Up Fridays is facilitated by incorporating activities that students enjoy. Hands-on learning experiences and interactive tasks make the day exciting for learners. This approach is particularly effective for non-readers, who show increased interest in learning how to read through engaging activities.

Be Creative. Teachers believe that creativity is key to keeping students engaged. Teachers explore various strategies and resources available online or through social media platforms. By continuously innovating and introducing new methods, teachers maintain a dynamic and stimulating learning environment.

Have a Personalized Activity. Teachers underscored that personalized activities and positive reinforcement maintains student engagement. Encouraging active participation through group work, problem-solving, discussions, and hands-on projects helps students stay motivated. Also, tailoring activities to individual needs ensures that all learners are involved and interested.

Make Class Engaging. Moreover, introducing lessons in the form of play or games makes learning more engaging and motivating. This approach helps in capturing students' attention and making the learning process enjoyable. When teachers incorporate fun elements into lessons, teachers enhance student participation and enthusiasm.

Set Clear and Achievable Goals. Setting clear, achievable goals gives students a sense of purpose and direction. When students know what they are working towards, they are more likely to stay focused and motivated. Achieving these goals provides a sense of accomplishment, further boosting their engagement.

Address Potential Challenges. A key challenge in sustaining engagement on Catch-Up Fridays lies in how students perceive the activities—if they're viewed as repetitive or irrelevant, motivation wanes. Ensuring tasks are purposeful, varied, and aligned with students' interests and learning gaps helps reinforce their value. Addressing attendance issues and providing consistent encouragement from both teachers and families can further support meaningful participation.

3.4.5 Ways in Recommending Building a Positive Mindset Toward the Catch-Up Friday Program Even with Challenges

The themes in the section were coming from the specific research question 4.5 ‘How do you recommend building a positive mindset toward the Catch-Up Friday program, even with its challenges? The themes were: learn to love your job, be proud of yourself, build the student's confidence, enjoy implementing the program, focus on the benefits, celebrate progress, have an enjoyable and meaningful learning experiences, and acknowledge the efforts of teachers and students.

Learn to Love Your Job. Informants stated that building a positive mindset towards Catch-Up Friday starts with learning to love your job and embracing its challenges. When teachers see their learners making progress, such as improving their reading skills, the sense of relief and satisfaction is immense. This positive outcome reinforces the value of their extra efforts.

Be Proud of Yourself. Teachers take pride in their efforts and the impact they have on their students' development. Recognizing the hard work and dedication involved in helping students improve can be a source of pride. This acknowledgment helps maintain a positive attitude, even when the work is challenging.

Build the Student's Confidence. Teachers narrated that focusing on building students' confidence through diverse and enjoyable reading activities is one of the ways to build positive mindset toward Catch-Up Friday. When learners feel supported by their teachers and parents, their engagement and motivation increase. Addressing individual needs effectively helps in fostering a positive learning environment.

Enjoy Implementing the Program. Furthermore, enjoying the implementation of Catch-Up Friday and focusing on the positive aspects of teaching can help overcome challenges. Teachers should think about the valuable contributions they make to their students' learning rather than dwelling on difficulties. This mindset shift can make the experience more fulfilling.

Focus on the Benefits. Emphasizing the benefits of Catch-Up Friday, such as providing students with the opportunity to review and catch up, helps in building a positive mindset. When students understand that the program is designed to support their success, they are more likely to approach it positively.

Celebrate Progress. Informants stressed that it is necessary to celebrate even small progress and share successes with colleagues to build a supportive culture. Reminding oneself of the purpose—helping students succeed—reinforces the program's value. Recognizing and celebrating achievements helps in maintaining motivation and a positive mindset.

Have an Enjoyable and Meaningful Learning Experiences. Informants also disclosed that making Catch-Up Friday an exciting and awaited day with fun and surprises enhances student engagement. Ensuring that the day is enjoyable and meaningful for learners helps in maintaining their interest and motivation.

Acknowledge The Efforts of Teachers and Students. Informants stated that focusing on student learning and improvement and acknowledging the efforts of both teachers and students foster a positive mindset toward Catch-Up Friday. When the hard work and progress made by everyone involved are recognized, it will help in building a positive and supportive environment. This acknowledgment fosters a sense of accomplishment and motivation.

3.5. What suggestions can teachers share to improve the implementation of Catch-Up Friday?

Presented in this section are the results of the 5th major research question, ‘What suggestions can teachers share to improve the implementation of Catch-Up Friday?’ Three specific research questions were used to gather data and information for this major research question.

3.5.1. Perception of the Effectiveness of Catch-Up Friday Program in Addressing Learning Gaps.

This section presents the results to the specific research question 5.1. “How do you perceive the effectiveness of the Catch-Up Friday program in addressing learning gaps?” The responses generated five themes: effective, helps build learners’ confidence, not effective, and address learning gaps.

Effective. Many teachers perceive the Catch-Up Friday program as highly effective in addressing learning gaps. They observe significant development in their learners by the end of the school year, particularly in mastering previously challenging lessons and improving reading abilities. The program’s focus on foundational skills like reading and comprehension is seen as a productive way to support student needs and enhance their overall proficiency.

Helps Build Learners’ Confidence. The program also helps build learners’ confidence in their abilities. By allowing students to participate in various activities and providing targeted support, Catch-Up Friday fosters a sense of accomplishment and self-assurance. Teachers note that this boost in confidence is evident in the developmental progress observed in their students.

Not Effective. However, some teachers feel that the program is not entirely effective, as addressing learning gaps once a week may not be sufficient given the numerous competencies to be met in subsequent weeks. They believe that more frequent interventions might be necessary to fully bridge these gaps. This perspective highlights the need for continuous and consistent support to achieve the desired learning outcomes.

Address Learning Gaps. Teachers perceived the program as effective in addressing learning gaps and influencing perceptions of student progress and learning outcomes. While it adds to the teachers’ workload, its proper implementation can lead to significant improvements in student performance. The success of Catch-Up Friday largely depends on the availability of resources, adequate training for teachers, and consistent application of the program’s principles.

3.5.2 Ways the Program Influence One’s Professional Growth and Teaching Strategies.

The themes in the section were coming from the specific research question 5.2 ‘How does the program influence your professional growth and teaching strategies?’ The themes were: became more creative, helps me explore effective strategies, helped me improve professionally, adds burden, and provide opportunities.

Became More Creative. Informants uttered that Catch-Up Friday program has encouraged them to become more creative in preparing their activities. It allows them to showcase their hidden skills and develop patience in all aspects to achieve their goals. This creativity not only enhances their teaching strategies but also contributes to their professional growth.

Helps Me Explore Effective Strategies. The program provides an opportunity for teachers to experiment with and explore more effective teaching strategies. By trying out different methods, teachers can identify what works best for their learners. This exploration leads to a sense of satisfaction when they observe the development and progress of their students.

Helped Me Improve Professionally. Catch-Up Friday has significantly contributed to teachers’ professional growth. It encourages them to continuously seek and apply the right strategies suited for their learners. This ongoing improvement in teaching practices helps teachers become more effective and reflective in their profession.

Adds Burden. While the program is beneficial, it also adds to the teachers’ workload. The need to prepare numerous activities every Friday can be seen as an additional burden. This extra effort requires careful planning and time management to ensure that it does not detract from focusing on core competencies.

Provide Opportunities. Despite the increased workload, the program offers valuable opportunities for personalized student support and enhanced engagement. It allows teachers to address individual learning needs more effectively. This personalized approach not only benefits students but also enhances teachers’ professional skills and engagement with their work.

3.5.3 Specific Practices and Recommendations to Suggest to Enhance the Implementation of Catch-Up Friday

This section presents the results to the specific research question 5.3. “What specific practices and recommendations can you suggest to enhance the implementation of Catch-Up Friday?” The responses generated four themes: support teacher’s needs, DepEd must provide training, parents should engage, and budget should be provided.

Support Teacher's Needs. Supporting teachers' needs is important for the successful implementation of Catch-Up Friday. Providing necessary resources, such as reading materials and a comfortable learning environment, helps teachers feel more comfortable and motivated. A smooth relationship between school heads and teachers, along with appreciation for their efforts, fosters a positive atmosphere that enhances the program's effectiveness.

DepEd Must Provide Training. Informants articulated that proper training and guidance from the Department of Education (DepEd) must be provided to both teachers and parents. These trainings equip teachers with the skills and strategies needed to effectively implement the program. Engaging parents through regular updates on their child's progress ensures that they are involved and supportive of the learning process.

Parents Should Engage. Parental engagement is vital for the success of Catch-Up Friday. Regular updates on their child's reading progress and involvement in the learning process help reinforce the program's objectives. This collaboration between teachers and parents creates a supportive network that benefits the students.

Budget Should be Provided. Informants uttered that providing a Budget of Work and developed lesson scripts for teachers can streamline the preparation process. These resources ensure that teachers have a clear framework to follow, making the implementation of Catch-Up Friday more efficient. Adequate funding and support from the school and DepEd are necessary to prioritize topics and set clear objectives for the program.

4. Discussion

This chapter presents the study's discussions, findings, conclusions, and recommendations for better understanding teachers' life experiences, challenges, coping strategies, and insights in implementing Catch-Up Friday.

4.1. Structured and Emerging Themes

The structured and emerging themes were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Description of One's Typical Day When Implementing Catch-Up Friday Program. The emerging themes were challenging, productive, set priorities, not like other days, a cover-up day, and additional work. A typical day during Catch-Up Friday is markedly different from the regular school days. It begins with identifying and setting clear priorities for each student, based on their past performance and pending tasks. The day is often challenging, as it requires juggling multiple responsibilities and accommodating diverse learner needs within a limited time. Unlike other days, the focus is not on introducing new content, but on reinforcing previous lessons, making it both a productive and strategic use of time.

Catch-Up Friday also serves as a cover-up day, allowing students to revisit lessons and complete missed work. While this adds an extra layer of work for the teacher—such as preparing customized review materials and guiding individual learners—it ultimately enhances learning continuity. The workload can be intense, but the outcomes make it worthwhile, as the day allows for meaningful remediation and targeted academic support.

Abejo et al. (2024) corroborated the findings, which highlighted that focussing on reinforcing previous lessons and providing targeted support significantly improve students' reading proficiency and engagement. The structured approach of setting clear priorities and addressing individual learner needs mirrors teachers' description of Catch-Up Friday being both productive and strategic. Additionally, they emphasized that extra effort is required from teachers to prepare customized materials and guide students, aligning with the observation of the intense workload but worthwhile outcomes.

Ways Catch-Up Friday Influenced One's Perceptions of Student Progress and Learning Outcomes. The emerging themes were a big help, every individual unique, and help identify learning gaps. Implementing Catch-Up Friday has significantly influenced how teachers perceive student progress and learning. It has proven to be a big help in identifying both strengths and areas needing improvement among students. By providing this additional time for reinforcement, it has become easier to track real learning progress and evaluate whether instructional goals are being met. Moreover, one of the most valuable insights gained is the recognition that every student is unique, progressing at their own pace and requiring personalized support. Catch-Up Friday creates space to identify learning gaps that may be hidden during regular instruction. These sessions help to adjust teaching methods accordingly, ensuring that all students are moving toward mastery, rather than being left behind.

According to Abejo et al. (2024), Catch-Up Friday sessions significantly improve teachers' ability to identify student strengths and areas needing improvement. The structured time for reinforcement allows teachers to track real learning progress and adjust their instructional methods to meet individual student needs which ensures that all students move toward mastery.

Feeling About the Preparation and Planning Required for Catch-Up Friday. The emerging themes were adds workloads, quite challenging, manageable and worthwhile, demanding, difficult, and crucial. Preparing for Catch-Up Friday involves a considerable amount of planning, which can add to the regular workload and present quite a challenge. The process of assessing students' needs, preparing differentiated tasks, and aligning them with learning goals is demanding and time-intensive. However, the planning is crucial for the day's success, as it ensures that activities are meaningful and targeted.

Despite the challenges, the preparation becomes manageable over time, especially when routines are established and data-driven strategies are used. Ultimately, it proves to be a worthwhile endeavor. Investing time in this preparation not only improves student outcomes but also sharpens one's planning and organizational skills, which are essential in effective teaching.

The findings aligned with the study of Basali (2023) which emphasized the demanding nature of preparing differentiated tasks and aligning them with learning goals. However, it also emphasizes that this preparation becomes more manageable over time with established routines and data-driven strategies, ultimately proving to be a worthwhile endeavor that enhances student outcomes and sharpens teachers' planning and organizational skills.

Specific Experiences Encountered When Interacting with Students During Catch-Up Friday Sessions. The emerging themes were very exhausting, students show willingness, motivate students, form a teacher-learners bonding, more meaningful interactions, rewarding, and students show enjoyment. Interacting with students during Catch-Up Friday sessions can be both exhausting and energizing. The day often involves one-on-one or small group support, which requires high levels of engagement and patience. However, students frequently show a willingness to participate, especially when they feel the support is individualized and non-judgmental. These sessions tend to foster more meaningful interactions and allow the development of stronger teacher-learner bonds. Seeing students motivated and enjoying the opportunity to catch up and improve is rewarding. The environment becomes more relaxed yet purposeful, leading to richer conversations and a deeper understanding of student needs, which enhances both teaching and learning experiences.

One-on-one or small group support fosters meaningful interactions and stronger teacher-learner bonds. The individualized and non-judgmental support provided during Catch-Up Friday sessions motivates students and creates a relaxed yet purposeful environment, leading to richer conversations and a deeper understanding of student needs (Addressing Reading Gaps, 2023).

Effect of Catch-Up Friday to Professional and Personal Lives. The emerging themes were challenges me, helps me be patient, helps me grow professionally, helps manage workload, made more reflective, assess myself, and enhances my management. Catch-Up Friday has a multifaceted impact on both professional and personal dimensions. Professionally, it challenges me to be more adaptable, patient, and reflective in my practice. It pushes me to grow in my ability to manage time and workloads more effectively, particularly in tailoring instruction to meet individual needs. Personally, it has taught teachers to assess their selves more honestly and has made them more mindful of the importance of balance and purpose in what I do. The program has enhanced my classroom management skills and helped me become a more thoughtful educator. It serves as a weekly checkpoint that not only supports students' progress but also strengthens my professional identity.

Abejo et al. (2024) supported the findings on the multifaceted impact of Catch-Up Friday on teachers, which highlights how the program challenges teachers to be more adaptable, patient, and reflective, which improves their classroom management skills and professional identity. The weekly checkpoint provided by Catch-Up Friday not only supports student progress but also strengthens teachers' professional growth and personal mindfulness.

Logistical Issues Encountered When Implementing Catch-Up Friday. The emerging themes were did not encounter, during the implementation, insufficient resources, overlapping schedules, and managing time effectively. During the implementation of Catch-Up Friday, several logical issues can arise. One significant challenge is managing time effectively, as balancing the additional activities with the regular curriculum requires careful planning. Overlapping schedules can also pose a problem, making it difficult to allocate sufficient time for each task. Additionally, insufficient resources may hinder the smooth execution of activities, necessitating creative solutions to maximize available materials.

The study of Basali (2023) addresses the logistical challenges of implementing Catch-Up Friday. It found out the difficulties in managing time effectively and balancing additional activities with the regular curriculum. Basali (2023) also averred the need for creative solutions to overcome resource limitations to ensure the smooth execution of activities.

Administrative Issues Encountered When Implementing Catch-Up Friday. The emerging themes were none, rescheduling adjustments, monitoring attendance, lack of clarity, and lack of materials. Administrative issues are common when implementing new programs like Catch-Up Friday. Rescheduling adjustments are often necessary to accommodate the additional activities, which can disrupt the regular timetable. Monitoring attendance becomes crucial to ensure that all students benefit from the program. A lack of clarity in communication and insufficient materials can further complicate the process, requiring administrators to provide clear guidelines and adequate resources.

The National Center for Education Statistics (2024) noted the administrative challenges in implementing new educational programs, which concluded the necessity of rescheduling adjustments and the importance of clear communication and adequate resources to ensure smooth implementation. It stressed the need for clear guidelines and sufficient materials to avoid disruptions and ensure all students benefit from the program.

Challenges Faced in Addressing Varied Student Learning Needs Within the Catch-Up Friday Framework. The emerging themes were implementing the program, learners find it boring, boosting the interest, preparation of differentiated activities, addressing varied student learning needs, both academics and behavioral problems, no audio-visual aids, and ensuring the relevance of activities. Addressing varied student learning needs within the Catch-Up Friday framework presents several challenges. Implementing the program effectively requires preparation of differentiated activities to cater to diverse learning styles. Some learners may find the activities boring, necessitating efforts to boost their interest and engagement. Additionally, the lack of audio-visual aids can limit the effectiveness of the activities, making it essential to ensure their relevance to both academic and behavioral needs.

Montgomery and Snow (2024) pointed out that preparing differentiated activities is important to cater the diverse learning styles of learners. They mentioned the necessity of engaging students to prevent boredom. They also emphasized the critical role of audio-visual aids in enhancing the effectiveness of educational activities. It is important to address the need for relevant and engaging activities that address both academic and behavioral needs, which aligns closely with the challenges in implementing Catch-Up Friday.

Ways in Managing Potential Conflicts or Misunderstandings About Catch-Up Friday with Parents or School Administrators. The emerging themes were did not encounter yet, converse with parents, provide advance information, and through consultative forums. Managing potential conflicts or misunderstandings about Catch-Up Friday involves proactive communication. Engaging in conversations with parents and providing advance information about the program can help set clear expectations. Consultative forums offer a platform for addressing concerns and gathering feedback, fostering a collaborative approach. This ensures that all stakeholders are informed and supportive of the initiative.

Chartered Institute of Personnel and Development (CIPD) (2023) conveyed the importance of proactive communication, including engaging in conversations with stakeholders and providing advance information to set clear expectations. Consultative forums are effective in addressing concerns and gathering feedback, fostering a collaborative approach. These strategies ensure that all stakeholders are informed and supportive.

Emotional or Mental Challenges Experienced as a Result of the Additional Demands of Catch-Up Friday. The emerging themes were manageable, did not experience rather felt enjoyment, stress, adds workload, and insomnia. The additional demands of Catch-Up Friday can lead to emotional or mental challenges for teachers. While some may find the experience manageable or even enjoyable, others might experience stress and an increased workload. Insomnia can also be a concern, as the pressure to meet the program's demands may affect sleep patterns. It is important to recognize and address these challenges to maintain overall well-being.

The study of Psychology and Education (2025) affirmed that teachers experience emotional and mental challenges experienced due to the additional demands of Catch-Up Friday. It revealed that while some teachers find the experience manageable and even enjoyable, others report increased stress and workload. The pressure to meet the program's demands has led to issues such as insomnia, highlighting the need to recognize and address these challenges to maintain teachers' overall well-being.

Strategies Employed to Manage Stress Associated with Catch-Up Friday. The emerging themes were pamper myself, give activities, practice mindfulness, double my time in doing task, time management, and employ differentiated instruction. To manage the stress associated with Catch-Up Friday, teachers employ various strategies. Practicing mindfulness and time management can help maintain a balanced workload. Pampering oneself and engaging in activities that promote relaxation are also beneficial. Additionally, giving differentiated activities to students can ensure that their needs are met without overwhelming the teacher. Doubling the time allocated for tasks and employing differentiated instruction can further enhance efficiency and reduce stress.

Al-Jarf (2024) supported these findings emphasizing the importance of practicing mindfulness and time management to maintain a balanced workload, which aligns with your findings. Engaging in relaxation activities and self-care reduce stress. Additionally, the effectiveness of differentiated instruction and allocating extra time for tasks meet student needs without overwhelming teachers. These strategies collectively enhance efficiency and reduce stress, which highlights the importance of managing the demands of Catch-Up Friday.

Ways in Seeking Support from Colleagues to Overcome Challenges During Catch-Up Friday. The emerging themes were supportive environment and colleagues, share my challenges, seek support from co-teachers and parents, fostering open communication and collaboration, through informal check-ins, and seek colleagues' thoughts. Creating a supportive environment among colleagues is crucial for overcoming challenges during Catch-Up Friday. Sharing challenges openly and seeking support from co-teachers and parents fosters a culture of collaboration and mutual assistance. Informal check-ins and discussions can provide valuable insights and solutions, while seeking colleagues' thoughts encourages diverse perspectives and innovative approaches to problem-solving.

According to Smith et al. (2023), seeking support from colleagues during Catch-Up Friday, creating a supportive environment and fostering open communication among teachers are important in overcoming the challenges of Catch-Up Friday. They found out that sharing challenges and seeking support from co-teachers and parents enhance collaboration and mutual assistance. The value of informal check-ins and discussions for providing insights and solutions, and seeking colleagues' thoughts bring diverse perspectives and innovative approaches to problem-solving.

Specific Training Oneself Found Useful in Addressing Challenges Encountered on Catch-Up Fridays. The emerging themes were classroom management, reading interventions, problem solving and critical thinking, and making lesson scripts. Specific training in classroom management, reading interventions, problem-solving, and critical thinking has proven invaluable in addressing challenges encountered on Catch-Up Fridays. These skills enable educators to maintain an orderly learning environment, effectively support students' reading development, and foster critical thinking. Additionally, creating lesson scripts helps streamline lesson delivery, ensuring that activities are well-structured and engaging.

Moghadam et al. (2023) corroborated the above findings by demonstrating that training in critical thinking and reading interventions significantly improves students' reading comprehension and classroom climate. It also highlights the importance of classroom management skills in maintaining an orderly learning environment. The mentioned that these skills enable teachers to effectively support students' development and streamline lesson delivery, ensuring that activities are well-structured and engaging.

Ways to Balance Regular Teaching Responsibilities with the Additional Demands of Catch-Up Friday. The emerging themes were departmentalized subjects, Catch-Up Friday is just like a normal day, be flexible, proper time management, seek support from colleagues, prioritization, and do task one at a time. Balancing regular teaching responsibilities with the additional demands of Catch-Up Friday requires strategic planning and flexibility. Departmentalized subjects can help distribute the workload more evenly, making Catch-Up Friday feel like a normal day. Proper time management, seeking support from colleagues, and prioritizing tasks are essential strategies. By focusing on one task at a time and remaining adaptable, educators can effectively manage their responsibilities.

Rominimbang et al. (2024) concluded that strategic planning and flexibility, emphasizing that departmentalized subjects can help distribute the workload more evenly, is vital in balancing regular teaching responsibilities with the additional demands of Catch-Up Friday. They also underscored the necessity of proper time management, seeking support from colleagues, and prioritizing tasks to manage responsibilities effectively. By focusing on one task at a time and remaining adaptable, teachers ensure that Catch-Up Friday feels like a normal day.

Role School Leadership Play in Supporting to Address the Challenges with Catch-Up Friday. The emerging themes were help provide resources, help teacher solve problems, address challenges, and help implement the program. School leadership plays a pivotal role in supporting teachers to address the challenges of Catch-Up Friday. Providing necessary resources, assisting in problem-solving, and addressing specific challenges are key areas where leadership can make a significant impact. By actively helping to implement the program and offering continuous support, school leaders ensure that teachers have the tools and guidance needed for success.

These findings are corroborated by Abejo et al. (2024) who emphasized the importance of the role of school leadership in addressing the challenges of Catch-Up Friday. They stated that school leaders play a crucial role in providing necessary resources, assisting teachers in problem-solving, and addressing specific challenges. They noted that active involvement from school leadership in implementing the program and offering continuous support ensures that teachers have the tools and guidance needed for success.

Advice for Others on Managing the Workload Associated with Catch-Up Friday. The emerging themes were master time management, be positive, develop effective strategies, take it easy, plan ahead, and itemize responsibilities. Managing the workload associated with Catch-Up Friday involves mastering time management and maintaining a positive outlook. Developing effective strategies, such as planning ahead and itemizing responsibilities, can help teachers stay organized and focused. Taking it easy and not overburdening oneself is also important for maintaining a healthy work-life balance. By staying proactive and optimistic, teachers can navigate the additional demands more smoothly.

Johnson et al. (2023) revealed that mastering time management and maintaining a positive outlook are another effective ways to handle additional demands of Catch-Up Friday effectively. Developing effective strategies, such as planning ahead and itemizing responsibilities, helps teachers to stay organized and focused. Taking the additional workload demands easily and not overburdening oneself maintain a healthy work-life balance. More so, by staying proactive and optimistic, teachers can navigate their workload more smoothly.

Suggestions to Overcome Specific Challenges During Catch-Up Friday. The emerging themes were make use of the available materials, manage time, prioritize key reading skills and activities, do your best, maximize time efficiency, use peer tutoring, department should provide ready-to-use lesson scripts, and prioritize learning objectives. To overcome specific challenges during Catch-Up Friday, teachers make the most of available materials and manage their time efficiently. Prioritizing key reading skills and activities ensures that essential learning objectives are met. Utilizing peer tutoring and ready-to-use lesson scripts provided by the department can enhance the learning experience. Maximizing time efficiency and doing one's best are crucial for addressing varied student needs.

These findings are aligned with the study of Rominimbang et al. (2024) which disclosed the how to overcome specific challenges during Catch-Up Friday. They mentioned that teachers should make the most of available materials and manage time efficiently. Aside from that, teachers should prioritize key reading skills and activities to meet essential learning objectives. They underscored the effectiveness of peer tutoring and the provision of ready-to-use lesson scripts by the department in enhancing the learning experience. By maximizing time efficiency and doing their best, teachers can effectively address varied student needs.

Effective Practices Developed that Could Benefit Others in Implementing Catch-Up Friday. The emerging themes were identify the needs and abilities of learners, develop differentiated activities, focus on clear communication, integrate interactive and educational games, have a structured but flexible scheduling, have a self-assessment for students, develop lesson scripts, and focus on foundation skills. Effective practices for implementing Catch-Up Friday include identifying the needs and abilities of learners and developing differentiated activities. Clear communication and integrating interactive and educational games can enhance engagement. A structured but flexible schedule, self-assessment for students, and well-prepared lesson scripts are also beneficial. Focusing on foundational skills ensures that students build a strong academic base, making the program more effective.

Identifying the needs and abilities of learners and developing differentiated activities cater the diverse learning styles of the learners. The role of clear communication and the integration of interactive and educational games in enhancing student engagement is important, as well as having a structured but flexible schedule, self-assessment for students, and well-prepared lesson scripts. By focusing on foundational skills, the program ensures that students build a strong academic base (Psychology & Education, 2025).

Insights About Maintaining Student Engagement and Motivation on Catch-Up Fridays. The emerging themes were learners love catch-up Fridays, be creative, have a personalized activity, make class engaging, set clear and achievable goals, and achieve potential challenges. Maintaining student engagement and motivation on Catch-Up Fridays requires creativity and personalization. Learners often enjoy these sessions when activities are tailored to their interests and needs. Making classes engaging through interactive and dynamic methods can sustain their attention. Setting clear and achievable goals helps students see their progress, which can be highly motivating. Addressing potential challenges proactively ensures that students remain focused and enthusiastic about their learning.

Lapada et al. (2024) stressed that students enjoy Catch-Up Fridays when activities are creative and personalized to their interests and needs. Teachers should consider importance of making classes engaging through interactive and dynamic methods to sustain student attention. Also, setting clear and achievable goals helps students see their progress and stay motivated. Additionally, the need to address potential challenges proactively ensures students remain focused and enthusiastic about their learning.

Ways in Recommending Building a Positive Mindset Toward the Catch-Up Friday Program Even with Challenges. The emerging themes were learn to love your job, be proud of yourself, build the student's confidence, enjoy implementing the program, focus on the benefits, celebrate progress, have an enjoyable and meaningful learning experiences, and acknowledge the efforts of teachers and students. Building a positive mindset toward the Catch-Up Friday program, despite its challenges, involves several strategies. Teachers learn to love their job and take pride in their efforts, which can be contagious and inspire students. Building students' confidence and enjoying the implementation of the program can create a positive atmosphere. Focusing on the benefits, celebrating progress, and acknowledging the efforts of both teachers and students contribute to a supportive and encouraging environment.

According to Lapada et al. (2024), teachers should build a positive mindset toward the Catch-Up Friday program, learn to love their job and take pride in their efforts, which can inspire and motivate students. Building students' confidence and enjoying the implementation of the program create a positive atmosphere. Lapada et al. (2024) underscored the significance of focusing on the benefits, celebrating progress, and acknowledging the efforts of both teachers and students. These strategies contribute to a supportive and encouraging environment, and maintaining a positive mindset despite challenges.

Perception of the Effectiveness of Catch-Up Friday Program in Addressing Learning Gaps. The emerging themes were effective, helps build learners' confidence, not effective, and address learning gaps. The effectiveness of the Catch-Up Friday program in addressing learning gaps varies. Some teachers find it effective in building learners' confidence and addressing specific gaps in knowledge. However, others may perceive it as less effective, depending on the implementation and resources available. Overall, the program's success largely depends on how well it is tailored to meet the individual needs of students and the support provided to educators.

Abejo et al. (2024) demonstrated that the Catch-Up Friday program is effective in building learners' confidence and addressing specific gaps in knowledge, particularly when tailored to meet individual student needs. However, it also acknowledges that the effectiveness can vary depending on the implementation and available resources. Combining quantitative and qualitative data will provide a comprehensive analysis of the program's impact.

Ways the Program Influence One's Professional Growth and Teaching Strategies. The emerging themes were became more creative, helps me explore effective strategies, helped me improve professionally, adds burden, and provide opportunities. The Catch-Up Friday program significantly influences teachers' professional growth and teaching strategies. It encourages creativity and exploration of effective teaching methods, helping teachers improve professionally. While it may add to the workload, it also provides opportunities for professional development and innovation. The program can lead to the discovery of new strategies that enhance teaching effectiveness and student engagement.

Undeniably, Catch-Up Friday encourages teachers to become more creative and explore effective teaching methods. It also acknowledges that while the program adds to the workload, it provides significant opportunities for professional development and innovation. The program leads to the discovery of new strategies that enhance teaching effectiveness and student engagement (Psychology & Education, 2025).

Specific Practices and Recommendations to Suggest to Enhance the Implementation of Catch-Up Friday. The emerging themes were support teacher's needs, DepEd must provide training, parents should engage, and budget should be provided. To enhance the implementation of Catch-Up Friday, several practices and recommendations can be considered. Supporting teachers' needs through adequate resources and training provided by DepEd is crucial. Engaging parents in the process can also enhance the program's effectiveness. Additionally, ensuring that there is a budget allocated for necessary materials and activities can help overcome resource-related challenges. These measures can create a more supportive and effective learning environment for both teachers and students.

These findings are aligned with the study of Abejo et al. (2024) which emphasizes the importance of supporting teachers' needs through adequate resources and training provided by the Department of Education (DepEd). It also highlights the role of engaging parents to enhance the program's effectiveness. Additionally, they concluded that it is necessary to allocate a budget for needed materials and activities to overcome resource-related challenges. These measures illustrate that such support can create a more effective and supportive learning environment for both teachers and students.

4.2. Implications for Practice

Based on the findings, the following implications for practice are offered.

On Description of One's Typical Day When Implementing Catch-Up Friday Program. It can be recalled that a typical Catch-Up Friday for teachers involves setting clear priorities, reinforcing previous lessons, and managing diverse learner needs, making it a challenging but productive day. Implementing Catch-Up Friday requires teachers to strategically prioritize tasks and manage diverse learner needs within a limited timeframe. This approach emphasizes reinforcing previous lessons rather than introducing new content, making the day both productive and strategic. Teachers must prepare customized review materials and guide individual learners, which, although challenging, enhances learning continuity and provides targeted academic support. The intense workload is justified by the meaningful remediation and academic progress achieved.

On Ways Catch-Up Friday Influenced One's Perceptions of Student Progress and Learning Outcomes. Catch-Up Friday helps teachers identify student strengths and areas needing improvement, making it easier to track learning progress and meet instructional goals. Catch-Up Friday sessions provide valuable insights into student progress, helping teachers identify strengths and areas needing improvement. Recognizing that each student progresses at their own pace, these sessions allow for personalized support and adjustment of teaching methods. This approach ensures that all students move toward mastery, rather than being left behind, making it easier to track real learning progress and evaluate instructional goals.

On Feeling About the Preparation and Planning Required for Catch-Up Friday. For teachers, preparing for Catch-Up Friday is demanding and time-intensive but crucial for ensuring meaningful and targeted activities. The preparation for Catch-Up Friday is demanding and time-intensive, involving the

assessment of students' needs and the creation of differentiated tasks aligned with learning goals. Despite the challenges, this preparation is crucial for the success of the day, ensuring that activities are meaningful and targeted. Over time, established routines and data-driven strategies make the preparation manageable, improving student outcomes and sharpening teachers' planning and organizational skills.

Specific Experiences Encountered When Interacting with Students During Catch-Up Friday Sessions. It can be reckoned that interacting with students during Catch-Up Friday can be exhausting yet rewarding, fostering meaningful interactions and stronger teacher-learner bonds. One-on-one or small group support requires high levels of engagement and patience, but students often show willingness to participate when they feel the support is individualized and non-judgmental. This environment leads to richer conversations and a deeper understanding of student needs, enhancing both teaching and learning experiences.

On Effect of Catch-Up Friday to Professional and Personal Lives. Teachers revealed that Catch-Up Friday enhances their adaptability, patience, and reflective practices, which contribute to professional growth and improved classroom management. To address challenges, teachers should seek professional development opportunities focused on time management and personalized instruction. Encouraging self-assessment and mindfulness can further improve classroom management skills and professional identity, which ensure a balanced approach to both personal and professional growth.

On Logical Issues Encountered When Implementing Catch-Up Friday. Effective implementation of Catch-Up Friday requires meticulous time management and creative solutions to maximize available materials. Schools should provide training on time management and resource optimization. Developing a flexible scheduling system can help address overlapping schedules, ensuring sufficient time allocation for each task and smooth execution of activities.

On Administrative Issues Encountered When Implementing Catch-Up Friday. Administrative support, including clear communication and adequate resources, is crucial for accommodating additional activities without disrupting the regular timetable. Schools should establish clear communication channels and provide adequate resources to avoid disruptions. Regular monitoring of attendance and rescheduling adjustments can ensure all students benefit from the program. School leaders should also offer training to teachers on effective program management.

On Challenges Faced in Addressing Varied Student Learning Needs Within the Catch-Up Friday Framework. To address varied student learning needs, teachers must prepare differentiated activities that cater to diverse learning styles. Schools should invest in audio-visual aids and provide training on engaging instructional methods. Encouraging student feedback can help tailor activities to their interests that ensure relevance to both academic and behavioral needs.

On Ways in Managing Potential Conflicts or Misunderstandings About Catch-Up Friday with Parents or School Administrators. Proactive communication is key to managing potential conflicts or misunderstandings about Catch-Up Friday. Schools should engage parents through regular updates and advanced information about the program. Establishing consultative forums can facilitate addressing concerns and gathering feedback, fostering a collaborative and supportive environment.

On Emotional or Mental Challenges Experienced as a Result of the Additional Demands of Catch-Up Friday. The additional demands of Catch-Up Friday can lead to stress and insomnia. To mitigate emotional and mental challenges, schools should implement support systems such as counseling services and stress management workshops. Encouraging teachers to share their experiences and seek peer support can foster a sense of community. Additionally, promoting a balanced workload and providing resources to manage insomnia can help maintain overall well-being.

On Strategies Employed to Manage Stress Associated with Catch-Up Friday. Teachers should be encouraged to practice mindfulness and time management techniques regularly. Schools can offer professional development sessions on these strategies and provide relaxation spaces. Implementing differentiated instruction and allocating extra time for tasks can ensure that teachers meet student needs without feeling overwhelmed.

On Ways in Seeking Support from Colleagues to Overcome Challenges During Catch-Up Friday. Creating a supportive environment through regular team meetings and collaborative planning sessions can help teachers share challenges and seek solutions. Schools should facilitate informal check-ins and discussions, encouraging open communication and collaboration. Seeking diverse perspectives from colleagues can lead to innovative problem-solving approaches.

On Specific Training Oneself Found Useful in Addressing Challenges Encountered on Catch-Up Fridays. Schools should provide targeted training in classroom management, reading interventions, problem-solving, and critical thinking. Offering workshops and professional development opportunities can enhance these skills. Additionally, creating lesson scripts can streamline lesson delivery, ensuring activities are well-structured and engaging.

On Ways to Balance Regular Teaching Responsibilities with the Additional Demands of Catch-Up Friday. Strategic planning and flexibility are key to balancing regular teaching responsibilities with Catch-Up Friday demands. Schools should promote departmentalized subjects to distribute the workload evenly. Encouraging proper time management, prioritization, and seeking support from colleagues can help teachers manage their responsibilities effectively.

On Role School Leadership Play in Supporting to Address the Challenges with Catch-Up Friday. School leadership is crucial in providing the necessary resources and support to address the challenges of Catch-Up Friday. School leaders should ensure continuous professional development opportunities for teachers that focus on problem-solving and resource management. Also, establishing clear communication channels and regular feedback loops can help address specific challenges promptly, which ensures the program's successful implementation.

On Advice for Others on Managing the Workload Associated with Catch-Up Friday. To manage the workload effectively, teachers should prioritize mastering time management and developing a positive outlook. Schools can offer workshops on effective strategies, such as planning ahead and itemizing responsibilities. Encouraging a balanced approach, where teachers take it easy and avoid overburdening themselves, can help maintain a healthy work-life balance and improve overall productivity.

On Suggestions to Overcome Specific Challenges During Catch-Up Friday. Teachers should maximize the use of available materials and manage their time efficiently. Schools should provide ready-to-use lesson scripts and promote peer tutoring to enhance the learning experience. Prioritizing key reading skills and activities, along with maximizing time efficiency, can ensure that essential learning objectives are met, addressing varied student needs effectively.

On Effective Practices Developed that Could Benefit Others in Implementing Catch-Up Friday. Identifying the needs and abilities of learners and developing differentiated activities are essential for effective implementation. Schools should focus on clear communication and integrate interactive and educational games to enhance engagement. A structured but flexible schedule, self-assessment for students, and well-prepared lesson scripts can further support the program that ensures students build a strong academic foundation.

On Insights About Maintaining Student Engagement and Motivation on Catch-Up Fridays. Maintaining student engagement and motivation requires creativity and personalization. Teachers should tailor activities to students' interests and needs, making classes engaging through interactive methods. Setting clear and achievable goals can help students see their progress, which is highly motivating. Proactively addressing potential challenges ensures that students remain focused and enthusiastic about their learning.

On Ways in Recommending Building a Positive Mindset Toward the Catch-Up Friday Program Even with Challenges. To foster a positive mindset toward Catch-Up Friday, teachers should focus on the intrinsic rewards of their work and celebrate small successes. Schools can provide professional development on building student confidence and creating enjoyable learning experiences. Recognizing and acknowledging the efforts of both teachers and students can further enhance morale and motivation that will create a supportive environment.

On Perception of the Effectiveness of Catch-Up Friday Program in Addressing Learning Gaps. Tailoring the Catch-Up Friday program to meet individual student needs is crucial for its effectiveness. Schools should provide resources and training to help teachers implement personalized learning strategies. Regular feedback from teachers and students can help identify areas for improvement that guarantee the program effectively addresses learning gaps and builds student confidence.

On Ways the Program Influence One's Professional Growth and Teaching Strategies. The Catch-Up Friday program encourages professional growth by fostering creativity and exploration of effective teaching methods. Schools should support this by offering opportunities for professional development and innovation. Addressing the additional workload through collaborative planning and resource sharing can help teachers manage their responsibilities while benefiting from the program's opportunities.

On Specific Practices and Recommendations to Suggest to Enhance the Implementation of Catch-Up Friday. Enhancing the implementation of Catch-Up Friday requires adequate support for teachers, including resources and training from DepEd. Engaging parents in the process can improve program effectiveness. Allocating a budget for necessary materials and activities can address resource-related challenges that will create a more supportive learning environment for both teachers and students.

4.3. Implications for Future Research

Given that the study was limited to the responses of public elementary teachers in New Bataan District, Davao de Oro, the following recommendations for future research are proposed:

First, future research may include a different group of public elementary school teachers from the same district. Second, identical research might be undertaken in a different area to investigate the same phenomenon to understand teachers' lived experiences, challenges, and coping mechanisms in relation to the implementation of Catch-Up Friday. Third, re-interviewing the same research participants over time may indicate changes in their perceptions of mental health issues.

Fourth, since this study was conducted in a public elementary school, further research could investigate the same phenomenon in private elementary schools. Finally, as the findings reflect the perspectives of the selected public elementary school teachers, another study could explore the understanding of Catch-Up Friday among the school heads of New Bataan District, Davao de Oro.

4.4. Concluding Remarks

The implementation of Catch-Up Friday reveals a multifaceted impact on both teachers and students. Teachers describe the program as challenging yet productive, emphasizing its role in helping students catch up on missed work and revisit challenging concepts. The structured approach of Catch-Up Friday, which includes one-on-one help, group activities, and individual tasks, has proven to be highly beneficial in ensuring that learners get back on track. This program not only supports academic progress but also fosters a sense of accomplishment and confidence among students, which emphasizes the importance of tailored educational interventions.

Moreover, teachers' perceptions of student progress and learning outcomes have been significantly influenced by Catch-Up Friday. The program has provided a clearer view of student progress, helping teachers identify learning gaps and tailor their methods to better support struggling learners. The focused time for improving reading abilities and other foundational skills has led to noticeable improvements, even among students who initially struggled with basic literacy. This dedicated effort underscores the value of providing targeted support to enhance student learning outcomes.

In addition, the preparation and planning required for Catch-Up Friday, while demanding, are seen as manageable and worthwhile. Teachers acknowledge the additional workload but recognize the importance of organizing activities that cater to diverse student needs. The meticulous preparation involved in creating tailored instructional materials ensures that each student receives the support they need to succeed. This commitment to thorough preparation reflects the dedication of teachers to fostering a responsive and effective learning environment.

Further, interactions with students during Catch-Up Friday sessions have been described as both exhausting and rewarding. Teachers experience immense satisfaction when students show interest and make progress in their reading abilities. The program has also enhanced the bonding between teachers and learners, creating a supportive and understanding atmosphere. These meaningful interactions not only boost students' confidence but also promote collaborative learning, which make the sessions highly rewarding for both teachers and students.

Additionally, the Catch-Up Friday program has had a profound impact on teachers' professional and personal lives. It has challenged them to innovate and adapt their teaching strategies, fostering professional growth and enhancing their ability to manage workloads effectively. The program's structured nature has provided a sense of accomplishment and a healthier work-life balance for teachers. Overall, Catch-Up Friday has proven to be a valuable initiative in addressing learning gaps, supporting student progress, and contributing to the professional development of teachers. The insights gained from this research highlight the importance of continued support and resources to ensure the program's success and sustainability.

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