

DRAWBACKS OF THE IMPLEMENTATION OF CATCH-UP FRIDAY TO THE SELECTED ELEMENTARY TEACHERS OF BALAYAN EAST CENTRAL SCHOOL

April Jay R. Palomeno¹, Maria Nina A. Baral², Ma. Gwen A. Dimaala³, Dee Jane G. Esguerra⁴, Lira T. Llasos⁵, Irene Panes⁶, Elaine Pasno⁷, Jowenie A. Mangarin⁸

¹²³⁴⁵⁶⁷Immaculate Conception College of Balayan Inc. Plaza Mabini Street Balayan 4213 Batangas Philippines

Corresponding Email: gwendimaala05@gmail.com

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Abstract

This study explored the challenges encountered by teachers during the implementation of Catch-Up Fridays, specifically in terms of reading comprehension, values education, peace education, and health education. Utilizing a qualitative approach, the research employed semi-structured interviews and thematic analysis to gather insights from selected participants. Findings revealed that teachers faced significant challenges, such as limited instructional time, lack of resources, and difficulties in aligning activities with students' diverse needs. Despite these drawbacks, teachers demonstrated resilience by employing strategies such as integrating technology, fostering collaborative learning, and implementing creative teaching techniques to enhance learning outcomes. Recommendations emphasized the need for targeted professional development programs, access to teaching aids, and the promotion of teacher collaboration to address these challenges effectively. Overall, the study underscores the importance of adaptive and resourceful teaching practices in optimizing the effectiveness of Catch-Up Fridays.

Keywords: *Catch-Up Fridays, Reading Comprehension, Values Education, Peace Education, Health Education, Teacher Strategies*

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INTRODUCTION

The 2022 PISA results revealed that Filipino students continue to perform below the OECD average in mathematics, reading, and science (By, 2023). To address this issue, the Department of Education introduced the Catch-Up Friday initiative, aimed at improving reading skills, instilling values, promoting health awareness, and addressing bullying through peace education. Despite its goals, the program has posed challenges for teachers, including increased workload, limited instructional time, and inadequate resources.

To support this initiative, DepEd Order No. 001, series of 2024, allocated half of each Friday to reading activities and the other half to values, peace, and health education. The program, under Secretary Duterte's leadership, aimed to enhance reading comprehension through developmentally appropriate materials (Chi, 2020) and address structural inequalities, ultimately improving the country's international reading assessment performance.

In addition, according to Ryann & Labad (2024), Catch-Up Friday was an educational initiative implemented every Friday until the end of the 2023-2024 school year, replacing regular classes with activities that enhanced essential skills in reading comprehension, values education, health awareness, and peace education. Specifically, at Balayan East Central School, located at Paz Street, Balayan, Batangas, the program aimed to address issues like bullying by fostering literacy in both English and Filipino, promoting moral development, and raising awareness about physical and mental health. As a result, students engaged in activities that supported both academic growth and social-emotional well-being, providing a holistic approach to their development.

Objectives

This study aimed to examine the insights of the participants regarding the drawbacks of the implementation of Catch-Up Friday to the selected elementary teachers of Balayan East Central School. Specifically, it seeks to answer the following:

1. Identify the drawbacks experienced by the selected teachers towards the implementation of Catch-Up Fridays in terms of:
 - 1.1 Reading Comprehension;
 - 1.2 Values Education;
 - 1.3 Peace Education; and
 - 1.4 Health Education.
2. Best strategies that the teachers employ to address these drawbacks and enhance the effectiveness of Catch-Up Friday.
3. Based on the data gathered, an Intervention Plan was proposed to support teachers in effectively managing the Catch-Up Friday.

METHODS

Research Design

This study utilized a qualitative research approach, employing semi-structured interviews and thematic analysis. The qualitative method provided in-depth insights into teachers' experiences and perspectives regarding the implementation of Catch-Up Fridays

Population and Sampling

The study focused on 12 selected elementary teachers from Balayan East Central School. Participants were chosen based on their direct involvement in the Catch-Up Friday program.

Instrumentation

Data was collected through semi-structured interviews, allowing participants to express their experiences in detail. Thematic analysis was used to identify recurring themes related to the challenges and strategies employed in Catch-Up Friday implementation

Data Collection

The researchers conducted face-to-face semi-structured interviews with 12 participants (two teachers from each grade, 1 to 6) at Balayan East Central School. The participants were selected based on the researchers' pre-survey and recommendations from the school's guidance office. Individual interviews were scheduled according to the availability of each participant. Before the interviews, the participants were assured that the necessary request letter and informed consent had been obtained. The primary purpose of the interview was to gather detailed responses regarding the teachers' experiences with the Catch-Up Friday activity, focusing on its implications and drawbacks on their teaching duties and workloads. The face-to-face interviews allowed the researchers to engage directly with the teachers and gain a deeper understanding of how Catch-Up Friday impacted their responsibilities.

Ethical Considerations

The researchers ensured ethical considerations by obtaining informed consent from participants before data collection. The participants were provided with detailed information about the study on Catch-Up Fridays, including its purpose, procedures, potential benefits, and drawbacks for teachers. An information sheet was given for clarity, and consent was documented through signed forms or verbal agreements. Confidentiality was maintained by assigning unique identifiers and securely storing data, ensuring responses remained anonymous. Participants were also informed of their rights, including the option to withdraw anytime without consequences. These measures ensured the study was conducted ethically and responsibly.

RESULTS and DISCUSSION

Challenges in Catch-Up Friday Implementation

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Reading Comprehension

Teachers reported challenges in improving reading comprehension due to inconsistent progress across students (Participants 1, 2, 4, 5) and the varying reading levels that created inequities in the classroom (Participants 2, 3, 7, 9). Additionally, issues with retention and recall (Participants 1, 4, 5, 7) hampered long-term learning, negatively affecting student outcomes.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Values Education

Inconsistent reinforcement of values between home and school (Participants 2, 4, 11) was identified as a key challenge, limiting the effectiveness of values education. Reduced student engagement (Participants 3, 9, 12) and difficulty

relating lessons to real-life situations (Participants 3, 4, 9) further hindered the program. The limitations within the existing curriculum (Participants 7, 12) also restricted teachers' ability to deliver comprehensive values education.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Peace Education

The implementation of Catch-Up Fridays for peace education faced several challenges. Teachers reported insufficient time for peace education lessons (Participants 1, 2, 3, 4) and negative influences from home environments on students' learning (Participants 4, 8, 10). Persistent bullying and conflicts in classrooms (Participants 5, 6, 10) further hindered the program's goals. Additionally, teachers struggled with limited content enhancement (Participants 11, 12) and difficulties in monitoring student engagement (Participants 3, 6, 9). These challenges impeded the program's effectiveness in fostering a peaceful and harmonious learning environment.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Health Education

Health education was impeded by integration difficulties (Participants 1, 3, 7, 10), lack of resources (Participants 1, 5, 6, 12), and the challenge of addressing sensitive topics (Participants 8, 10, 12). Socioeconomic barriers (Participants 3, 6, 9) also affected students' engagement, while promoting self-care practices was difficult (Participants 10, 12).

Best Strategies Employed by Selected Teachers to Enhance the Effectiveness of Catch-Up Fridays

To enhance the effectiveness of Catch-Up Fridays, teachers have implemented various best strategies. They employed engagement strategies to foster active participation (Participants 1, 3, 5, 8) and provided personalized instruction tailored to individual needs (Participants 2, 4, 6, 9). Collaborative learning opportunities facilitated peer interaction (Participants 1, 3, 7, 9), while teachers adopted flexible learning approaches to adapt lessons based on student progress (Participants 1, 4, 5, 8). These approaches aim to address the challenges faced in implementing the program and support more effective learning outcomes for students.

Intervention Strategies Proposed by Teachers for Effective Management of Catch-Up Fridays

Teachers have proposed several intervention strategies to improve the Catch-Up Fridays Program. These strategies include enhanced time management practices to better allocate teaching hours, improved resource allocation and material support, ensuring curriculum and lesson cohesion, and adopting differentiated instruction approaches to cater to diverse student needs. These interventions aim to address the challenges and optimize the program's impact on student learning.

CONCLUSION

Challenges in Catch-Up Friday Implementation

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Reading Comprehension

The findings suggest that while Catch-Up Fridays have the potential to support reading comprehension, the program's impact is limited by inconsistent student progress, varying levels of reading ability, and challenges with material retention. The diverse learning needs of students contribute to the difficulties in improving reading comprehension.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Values Education

The findings suggest that Catch-Up Fridays, while designed to improve values education, were less effective due to factors such as the lack of consistent reinforcement of values at home and school, low student motivation, difficulties in connecting lessons to real-world contexts, and curricular limitations. These factors negatively impacted the program's ability to foster a deeper understanding and application of values in students.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Peace Education

The findings indicate that the Catch-Up Friday's program struggled to effectively promote peace education due to time constraints, external negative influences from home environments, ongoing behavioral issues such as bullying, and a lack of updated or engaging content in the peace education curriculum. These factors diminished the program's potential to instill lasting peace values among students.

Drawbacks of Experiences by Selected Teachers Towards the Implementation of Catch-Up Fridays in Terms of Health Education

The findings suggest that while Catch-Up Fridays aimed to improve health education, its implementation faced significant obstacles. The lack of integration with other subjects, insufficient resources, the sensitivity of certain health topics, external socioeconomic factors, and limited focus on self-care practices contributed to the program's challenges in achieving its educational goals.

Best Strategies Employed by Selected Teachers to Enhance the Effectiveness of Catch-Up Fridays

The strategies employed by teachers, such as engaging students actively, personalizing instruction, encouraging collaboration, and offering flexible learning methods, demonstrate a proactive approach to overcoming the difficulties in implementing Catch-Up Fridays. These methods have the potential to improve student participation, ensure that lessons meet individual needs, and promote a more dynamic and adaptable learning environment.

Intervention Strategies Proposed by Teachers for Effective Management of Catch-Up Fridays

The proposed intervention strategies highlight key areas for improvement in the Catch-Up Friday's program, such as better time management, improved access to resources, stronger curriculum alignment, and more personalized teaching methods. These strategies suggest that a more structured and supportive approach to the program could help overcome current challenges and enhance its overall effectiveness.

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