

Effectiveness of Catch-Up Fridays in Public Elementary Schools: Basis for A Capacity-Building Program for Teachers and School Heads

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ABSTRACT

This study examined the effectiveness of the Department of Education's initiative, "Catch-Up Fridays," in public elementary schools in Bani, Pangasinan as perceived by teachers and school heads. It evaluated the program's effectiveness in terms of student engagement, teacher motivation, professional development, and support and resources; the problems encountered during implementation; and the relationship and difference between respondents' profile variables and perceptions of the program's effectiveness. It also aimed to design a capacity-building program based on the findings. With descriptive-correlational research design and purposive sampling, the study involved 156 teachers and 14 school heads. Data were collected through a survey questionnaire and analyzed through frequency counts, percentages, weighted means, and correlation and difference tests.

The results revealed that both teachers and school heads perceived the program as highly effective. It was found out that it enhances student engagement, boost teacher motivation, promote professional development, and improve access to support and instructional resources. Further, several issues were identified, including time and scheduling constraints, inadequate instructional materials, insufficient teacher training, and limited student participation. The increasing workload and lack of clear implementation guidelines hindered its delivery.

Correlation analysis showed significant relationships between program effectiveness and teachers' educational attainment, years in service, trainings attended, and family income. The number of trainings attended had the strongest positive correlation. For school heads, only trainings attended was significantly related to their perceptions. Moreover, no significant difference was found between the perceptions of teachers and school heads.

A capacity-building program on remedial instruction was proposed to address the identified gaps. Overall, "Catch-Up Fridays" effectively strengthens instructional quality, supports teacher growth, and bridges post-pandemic learning gaps.

Keywords: *Catch-Up Fridays, program effectiveness, remedial instruction*

INTRODUCTION

The COVID-19 pandemic has resulted in learning loss as the condition has become a major problem in the world as it impacted the education system, and the gap between learners has expanded. The UNESCO (2023) stated that school closures impacted more than 1.6 billion learners and led to the delays in the acquisition of fundamental competencies, especially in reading, mathematics, and science. In reaction, other countries put in place corrective measures

in order to cope with these lapses. Studies indicate that the use of specific interventions and active parental involvement can greatly enhance the learning performance of students (Slavin et al., 2011; Henderson and Mapp, 2002). Catch-Up Fridays was a program introduced by the Department of Education with the DepEd Memorandum No. 001, s. 2024 as a provision to offer remediation and enrichment as a way of offering more learning time. Nevertheless, very little localized research has been conducted on its effectiveness, particularly in the rural setting such as Bani, Pangasinan where the learners are challenged by socioeconomic factors.

The research design used in this study was descriptive-evaluative research design where the researcher evaluated effectiveness of the Catch-Up Fridays program in the selected public elementary schools in Bani, Pangasinan. The surveys and feedback tools were used to gather data on teachers and school administrators through survey questionnaires and feedbacks. The research was aimed at assessing the academic performance of students, strategies of implementation and challenges faced in the process of the program.

The results indicated that the Catch-Up Fridays program helped in improving academic performance of learners, especially in the fundamental subjects. Educators noticed that students were more engaged and they understood lessons better. Nevertheless, a number of difficulties were also observed, such as a lack of material to be used during instruction and an inadequate use of time, which differ in the level of parental support and influenced the overall implementation of the program.

The findings show that the Catch-Up Fridays program is a valid intervention that can be used in learning loss prevention but its success will be determined by resource availability, teacher willingness, and stakeholder engagement. The paper emphasizes the role of continuous improvement and situational approaches in improving program implementation. This can be useful to policy makers and educators in reinforcing the remedial education process and guaranteeing the inclusive and quality education to learners.

This study was conducted to address the following questions:

1. What is the demographic profile of school heads and teachers in public elementary schools in Bani, Pangasinan in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. highest educational attainment;
 - e. number of years in the service;
 - f. number of seminars or training attended related to “Catch-Up Fridays”; and
 - g. average family monthly income?
2. What is the level of effectiveness of “Catch-Up Fridays” in public elementary schools in Bani, Pangasinan as perceived by the school heads and teachers in terms of:
 - a. Student Engagement
 - b. Teacher Motivation
 - c. Teacher Professional Development
 - d. Support and Resources

3. What are the problems encountered in the implementation of “Catch-Up Fridays” in public elementary schools in Bani, Pangasinan as perceived by the school heads and teachers?
4. Is there a significant relationship between the level of effectiveness of “Catch-Up Fridays” in public elementary schools in Bani, Pangasinan as perceived by the school heads and teachers and their profile variables?
5. Is there a significant difference on the level of effectiveness of “Catch-Up Fridays” in public elementary schools in Bani, Pangasinan as perceived by the school heads and teachers?
6. What capacity-building program for teachers and school heads may be proposed based on the results of the study?

Figure 1: Research Paradigm

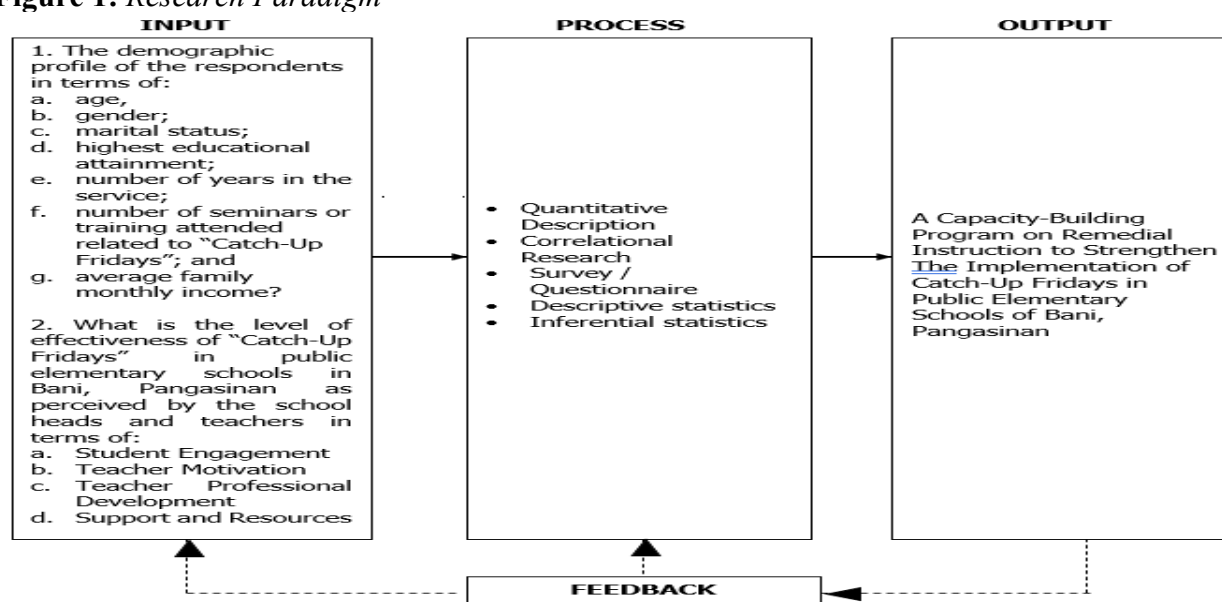


Figure 1: Paradigm of the Study

METHODS

The research design used in this study was qualitative descriptive-survey to assess the efficacy of Catch-Up Fridays program in the participating elementary schools in Bani, Pangasinan. The given method allowed gathering numerical data to evaluate trends in academic performance and perceptions of the stakeholders. It was selected because it could provide objective, reliable, and generalizable results on the outcomes of the programs.

This was done using 296 respondents in 29 schools in the form of the public elementary school heads and teachers in Bani, Pangasinan. The participants were chosen because they were directly engaged in the program implementation and supervision.

The number of participants selected was 170 (14 school heads and 156 teachers) through a purposive sampling technique. This approach was used to make sure that only individuals with the corresponding experience and involvement in the Catch-Up Fridays program were included. This was considered to be suitable since it enabled the study to collect informed and experience-based knowledge that were vital in making accurate judgments with regard to evaluating the program.

The data were obtained using a validated and structured questionnaire that included the profile of the respondents, the effects of the program regarding its effectiveness, challenges, and outcomes. The required permission and informed consent were obtained before data collection. The questionnaire was also conducted in printed and online versions so that it would be universal. Data gathered was rectified, coded and ready to undergo analysis in accordance with ethical principles of confidentiality and voluntary input.

The analysis of the data was conducted with the help of descriptive (frequency, percentage, mean, standard deviation) and inferential statistics (Spearman correlation, Chi-square test, and MANOVA). The identification of trends, relationships, and any significant differences was done through these techniques in order to have a complete overview of the effectiveness of the program.

RESULTS AND DISCUSSION

This chapter provides the results of the application and implementation of the effectiveness of Catch-Up Fridays on the elementary schools of Bani, Pangasinan. It presents the profile of the respondents, their demographic and professional characteristics and analyzes their perception regarding the influence of the program on student engagement, teacher motivation, professional development, and support resources. The connection between the profiles of respondents and the effectiveness of the programs, the difficulties of implementation, and the ways to improve the results with the help of capacity building are also addressed in the chapter. The combination of data analysis and interpretation also makes this section present a clear picture of the impact that Catch-Up Fridays have on teaching and learning in a school setting.

Profile of Respondents

Table 1: Profile of Respondents in Public Elementary Schools in Bani, Pangasinan (n = 170)

Profile	Categories	Teachers (n = 156) f (%)	School Heads (n = 14) f (%)
Age	20–29 years old	47 (30.1)	4 (28.6)
	30–39 years old	38 (24.4)	2 (14.3)
	40–49 years old	60 (38.5)	8 (57.1)
	50 years old and above	11 (7.1)	–
Gender	Male	3 (1.9)	0 (0.0)
	Female	153 (98.1)	14 (100.0)
Marital Status	Single	44 (28.8)	3 (21.4)
	Married	109 (71.2)	11 (78.6)
Highest Educational Attainment	Bachelor's Degree	16 (10.3)	1 (7.1)
	Bachelor's + units in Master's	67 (42.9)	4 (28.6)
	Master's Degree	57 (36.5)	6 (42.9)
	Master's + units in Doctoral	3 (1.9)	–
	Doctorate Degree	13 (8.3)	3 (21.4)

Years in Service	1–5 years	40 (25.6)	2 (14.3)
	6–10 years	46 (29.5)	5 (35.7)
	11–15 years	33 (21.2)	6 (42.9)
	16 years and above	37 (23.7)	1 (7.1)
Seminars/Training Attended	1–2	145 (92.9)	12 (85.7)
	3–5	10 (6.4)	2 (14.3)
	5 and above	1 (0.6)	–
Average Family Monthly Income	₱10,001–₱20,000	2 (1.3)	1 (7.1)
	₱20,001–₱30,000	37 (23.7)	3 (21.4)
	₱30,001–₱50,000	96 (61.5)	9 (64.3)
	Above ₱50,000	21 (13.5)	1 (7.1)

The respondents (n=170) were mainly female (98.1% teachers; 100% school heads) and middle-aged (40–49 years; 38.5% teachers; 57.1% school heads) with a majority of them being qualified with graduate level qualifications/units. Nevertheless, most of the teachers and school heads had only received 1–2 trainings on Catch-Up Fridays, which implies that there was a capacity gap. Experience in teaching was diverse, as most respondents served between 6 and 10 years, and monthly incomes were equal to or slightly less than 30,001–50,000, which is a moderate level of economic stability. These attributes suggest an occupationally proficient workforce whose program performance can be modest by simply restricted training program specific.

Perceived Effectiveness of Catch-Up Fridays

Table 2: Summary of the Level of Effectiveness of Catch-Up Fridays

Domain	Teachers Mean	Description	School Heads Mean	Description
Student Engagement	4.11	Highly Effective	4.26	Highly Effective
Teacher Motivation	4.14	Highly Effective	4.37	Highly Effective
Teacher Professional Development	4.03	Highly Effective	4.17	Highly Effective
Support & Resources	4.05	Highly Effective	4.20	Highly Effective
Overall	4.08	Highly Effective	4.25	Highly Effective

The overall ratings of the program in all domains were rated Highly Effective by teachers and school heads with an overall mean of 4.08 and 4.25, respectively. The highest score was on Teacher Motivation (teachers M = 4.14; school heads M = 4.37), and this is a sign that the program is very effective in promoting commitment and engagement. The lowest but high rankings were given to Teacher Professional Development (teachers M = 4.03; school heads M = 4.17) and this may allow more training relevance. The lack of significant difference between the mean scores (<0.3) depicts the consistency of the perceptions, and the coincidence of the statistical ratings with the existing research (Baldomar et al., 2025; Buat and Limpot, 2023) justifies the trustworthiness of these results in relating teacher motivation to student engagement.

Problems Encountered in Implementation

Table 3: Top Problems Encountered in Implementation (Ranked)

Rank	Problem Area	Teachers (%)	School Heads (%)
1	Lack of time on Fridays	89.1	100.0
2	Insufficient training	66.7	92.9
3	Insufficient learning materials	62.8	85.7
4	Difficulty balancing regular curriculum	71.8	64.3
5	Lack of parental support	48.7	57.1

The most mentioned barrier was time constraints (89.1% teachers; 100% school heads), which was then succeeded by lack of training (66.7% teachers; 92.9% school heads) and lack of learning materials (62.8% teachers; 85.7% school heads). Teachers were also affected by the difficulty in balancing the regular curriculum (71.8%), but the lack of parental support was not as critical (48.750.1). The above percentages imply that the problems of implementation are not idiosyncratic, but systemic, and it is crucial to stress that even the most effective program can show poor results, in case the structural constraints, including time distribution, and resources are not considered.

Relationship Between Profile Variables and Perceived Effectiveness

Table 4: Significant Relationships Between Profile Variables and Program Effectiveness

Profile Variable	Direction	r / Tb	Significance
Number of trainings attended	Positive	.249 – .538	p < .05
Years in service (Teachers)	Negative	-.242	p < .01
Monthly income (Teachers)	Negative	-.305	p < .01

The results of the correlation analysis showed that the attendance to training is positively correlated to the perceived program effectiveness ($r = .249-.538$, $p < .05$), which proves that professional development improves the performance of both teachers and learners. In contrast, the years in service ($r = -.242$, $p = .01$) and monthly income ($r = -.305$, $p = .01$) have a negative relationship with perceived effectiveness, indicating that more experienced or high paid teachers might experience the diminishing returns of the program, which can be attributed to the fatigue of the program or other priorities. Factors like age, marital status, and educational attainment did not reveal a significant impact ($p > .05$), which indicates that peculiar capacity-building interventions are the determinant of the success of a program rather than demographic factors.

Difference in Perception Between Teachers and School Heads

Table 5: Test of Difference in Perceived Effectiveness

Domain	F-value	Sig.	Interpretation
Overall Effectiveness	0.89	0.472	Not Significant
Student Engagement	1.32	0.253	Not Significant
Teacher Motivation	3.48	0.064	Not Significant
Teacher Professional Development	1.64	0.202	Not Significant
Support & Resources	1.12	0.292	Not Significant

The analysis of variance showed that there was no significant difference in perceptions in all domains ($p > 0.05$) even in the overall effectiveness ($F = 0.89$, $p = 0.472$) and Teacher Motivation ($F = 3.48$, $p = 0.064$). This statistical conformity shows that there is organizational

coherence and mutual understanding between implementers and administrators, which is important in the uniformity of program implementation and sustainability.

The Catch-Up Fridays program is perceived as highly effective in promoting student engagement and teacher motivation, with professional training as the key determinant of program success. Challenges remain in time management, training depth, and resources, emphasizing the need for targeted capacity-building initiatives. Aligning teacher and leadership perceptions further strengthens the potential for sustainable implementation and scalability.

In conclusion, the Catch-Up Fridays program is highly effective in enhancing student engagement, teacher motivation, and professional growth, yet challenges such as limited training, instructional materials, student attendance, and monitoring remain. To address these gaps, a capacity-building program on remedial instruction is proposed, focusing on strengthening teachers' skills, providing localized learning resources, promoting student participation, fostering professional collaboration, and implementing effective monitoring mechanisms. This initiative aims to enhance teacher competence, ensure consistent program implementation, and sustain positive student learning outcomes in public elementary schools of Bani, Pangasinan.

CONCLUSION AND RECOMMENDATIONS

The study concluded that most teachers and school heads perceived the "Catch-Up Fridays" program as effective in promoting student engagement, enhancing teacher motivation, and supporting professional growth. Respondents' profiles varied in age, gender, marital status, educational attainment, years in service, number of trainings attended, and family income, reflecting a diverse background that may influence how educators view the program. Teachers' perceptions were significantly related to their educational attainment, length of service, number of trainings attended, and family income, whereas school heads' perceptions were influenced primarily by the number of trainings or seminars they had attended. Despite these differences, there was no significant disparity between teachers' and school heads' overall perceptions, indicating a shared understanding of the program's benefits and effectiveness.

The findings also highlighted the importance of professional development and capacity-building initiatives. A program focused on remedial instruction could further enhance teachers' competencies, sustain program effectiveness, and improve student outcomes. Regular training, mentorship, and skill-enhancement workshops were identified as key factors in maintaining instructional quality and adaptability in diverse classroom contexts.

Based on these conclusions, it is recommended that the Department of Education and school administrators continue implementing "Catch-Up Fridays" while strengthening its focus on student engagement and teacher motivation. Teachers and school heads are encouraged to pursue further studies and professional development opportunities to maintain high instructional standards. Schools may provide additional opportunities for teachers to attend relevant seminars and workshops on remedial instruction and differentiated teaching strategies, while school heads should participate in leadership programs to enhance their supervisory and instructional skills.

Collaboration between teachers and school heads can also be strengthened through regular program monitoring, reflective sessions, and sharing of best practices. Finally, the proposed capacity-building program on remedial instruction may be adopted to further develop teachers' competencies and ensure the long-term success of "Catch-Up Fridays," supporting both students' academic growth and overall school performance.

ACKNOWLEDGEMENT

This thesis, which marks the successful and rigorous fulfilment of the requirements for the Master of Arts in Education, Major in Educational Management, stands as a collaborative achievement. It would not have been possible without the crucial support, perceptive guidance, and consistent encouragement of many distinguished individuals. The researcher wishes to convey sincere appreciation to all contributors who helped navigate and complete this significant academic journey.

Gratitude is extended to Dr. RANDY F. SORIANO, her adviser, for his insightful mentorship, patient guidance, and steadfast support which were invaluable from the earliest stages to the completion of this research. His expertise helped shape both the direction and substance of this study.

Sincere appreciation is also due to the Critic Reader, Mr. GERALD F. PAGODPOD, whose careful evaluation, constructive critiques, and expert suggestions greatly enhanced the quality and integrity of this work.

Many thanks to the esteemed members of the Committee on Oral Examination for their dedication, thorough evaluation, and thoughtful feedback. Special acknowledgment is extended to Dr. Cristie Marie C. Dalisay, Chairperson, for her invaluable insights during the oral defense; to Dr. Phillip G. Queroda for his academic wisdom and support; to Dr. Erna M. Salazar for her keen expertise and helpful comments; and to Dr. Katherine V. Queroda for her thoughtful contributions and suggestions.

The researcher is also grateful to Dr. VICTOR B. NARON, JR., Public Schools District Supervisor (PSDS), for his generous approval and support, this made the collection of data possible.

The researcher also extends her appreciation to all school heads and teachers who participated in the survey in Bani, Pangasinan. Their willingness to share their perception regarding the "Effectiveness of Catch-Up Fridays in Public Elementary Schools in Bani, Pangasinan" provided invaluable input that forms the foundation of this study.

The researchers extend her deepest gratitude to the dedicated individuals who ensured the quality and contextual appropriateness of this study. A special acknowledgement is given to the Instrument Validators, Mrs. MIRIAM L. FERNANDEZ, Principal I; Mrs. DOLJEAN B. FERNANDEZ, Principal I; and Mr. CLIFORD P. SALES, Master Teacher I, for their invaluable expertise in scrutinizing the research instruments and confirming their clarity and reliability. Furthermore, the researchers sincerely thank the Pilot Testing Participants, Mrs. MARIALYN C. QUINES, Teacher III, and Mrs. ROSANA S. ERGUIZA, Teacher III, whose participation ensured the questionnaire was contextually relevant and appropriate before its

final administration. Their combined efforts were crucial in establishing the rigor and validity of this research.

Special acknowledgment is reserved for the Statistician of the Pangasinan State University System. Their expert consultation and rigorous application of statistical methods were paramount, safeguarding the integrity and enhancing the reliability of the research findings, which proved essential to the researcher's work.

Furthermore, the researcher extends sincere thanks to the Pangasinan State University Open University System. The provision of the necessary scholarly framework and institutional support served as the foundational platform required to conceive, undertake, and successfully complete this thesis.

Lastly, to her parents, PABLITO P. MACARAEG and REMILINDA G. MACARAEG, their unwavering love, understanding, and encouragement have been her constant source of strength and motivation throughout this journey. Their sacrifices and belief in her made this achievement possible.

This thesis stands as a testament to the shared efforts and steadfast support of those entire individuals mentioned above.

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RESEARCH QUESTIONNAIRE

“EFFECTIVENESS OF CATCH-UP FRIDAYS IN PUBLIC ELEMENTARY SCHOOLS IN BANI, PANGASINAN”

Section A. Demographic Information

Directions: The following questions are related to your personal and professional information. You are asked to fill this section without apprehension of disclosing individual data. Confidentiality is guaranteed. Place a check mark on each corresponding answer.

1. Age:
☐ 20-29 years old ☐ 30-39 years old
☐ 40-49 years old ☐ 50 years old and above
2. Gender:
☐ Male ☐ Female
3. What is your marital status?
☐ Single ☐ Widowed
☐ Married ☐ Annulled
☐ Separated
4. What is your highest educational attainment as a teacher?
☐ Bachelor's Degree
☐ Bachelor's Degree with Units in Master's Program
☐ Master's Degree
☐ Master's Degree with Units in Doctoral Program
☐ Doctorate Degree
☐ Other (please specify): _____
5. Teaching Experience:
☐ 1-5 years ☐ 11-15 years
☐ 6-10 years ☐ 16 years and above
6. Number of seminars or training attended related to “Catch-up Friday”:
☐ 1
☐ 3 -5
☐ 5 and up
7. Average family monthly income
☐ Below ₱10,000
☐ ₱10,001 – ₱20,000
☐ ₱20,001 – ₱30,000
☐ ₱30,001 – ₱50,000
☐ Above ₱50,000

Section B. Level of Effectiveness Catch-Up Fridays

Please indicate your level of agreement with the following statements using the scale provided.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student Engagement					
1. Students participate during Catch-Up Friday sessions.					
2. Students show interest in classroom activities.					
3. Catch-Up Fridays help students focus better on lessons.					
4. Teachers observe better classroom behavior on Catch-Up Fridays.					
5. Catch-Up Fridays promote a fun and engaging learning environment.					
Teacher Motivation					
1. Catch-Up Fridays increased enthusiasm to teach.					
2. Catch-Up Fridays gives a sense of accomplishment.					
3. Catch-Up Fridays make work feel more meaningful.					
4. The program renews teacher's passion for teaching.					
5. Catch-Up Fridays positively influence teaching morale.					
Teacher Professional Development					
1. Catch-Up Fridays enhance teachers' instructional planning skills.					
2. Catch-Up Fridays provide time for lesson					

reflection and improvement.					
3. Catch-Up Fridays support continuous professional learning.					
4. Teachers develop better classroom management strategies.					
5. Catch-Up Fridays contribute to enhanced teaching competence.					
Support and Resources					
1. Catch-Up Fridays are supported by school administrators.					
2. Learning materials are available for Catch-Up activities.					
3. There are training sessions for effective Catch-Up teaching.					
4. Support staff assist in preparing materials.					
5. Technology and tools are accessible during Catch-Up Fridays.					

Section C. Problems in Implementing Catch-Up Fridays

Please indicate whether you have encountered the following challenges during the program's implementation.

Challenge	Yes	No
Time and Scheduling Challenges		
1. Lack of time on Fridays to cover all necessary lessons		
2. Difficulty in balancing the regular curriculum and the Catch-Up Fridays sessions		
3. Teachers encounter heavier work contamination and greater demands for lesson preparation		
4. Lack of clear structure and detailed implementation guidelines		
5. There is no obligation to classify, formal recognition, reduce engagement, or explain to students		
Resource and Material Constraints		
1. Insufficient teaching resources (e.g., materials, books, technology)		

